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ABSTRACT

Presented are six inservice modules designed for personnel working with severely multiply handicapped students. Facilitator notes, activity notes, activity sheets, and worksheets or recording sheets are presented for the following modules: defining the problem and identifying what will meet the student's need, task analysis, systematic inquiry, behavioral objectives, task analysis of materials, and designing materials for the educationally handicapped. It is explained that these modules focus on a diagnostic-prescriptive model. Evaluation information is presented in the appendix to assess participants' progress. (CL)

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# INFORMAL DIAGNOSIS AND PRESCRIPTIVE PROGRAMMING: IN-SERVICE TRAINING MODULES FOR PERSONNEL WHO TEACH THE SEVERELY, MULTIPLY HANDICAPPED

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## Overview

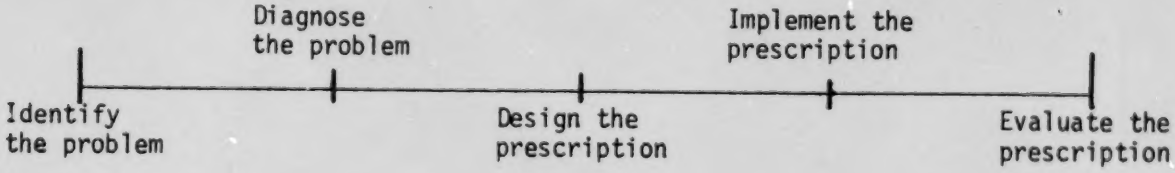
Until recently, the education of the severely, multiply handicapped child has been almost entirely neglected. As a result of recent state and federal legislation, public school personnel are now required to provide individualized education for these children.

Severely, multiply handicapped students are different from many "normal" and "mildly handicapped" students on a variety of relevant instructional dimensions. Even within the range of severely and multiply handicapped, the degree of difference is enormous, considering the number of variables that can be affected (auditory, visual, motor, orthopedic, medical, intellectual, etc.). Due to such differences, the premise offered is that individuals who work with these students (teachers, consultants, paraprofessionals, etc.) must systematically delineate, compensate for the absence of, or directly teach skills that teachers of less handicapped students may assume are operative.

The following in-service modules represent an attempt to teach personnel working with the severely, multiply handicapped informal diagnostic techniques and skills necessary to complete some phases of prescriptive programming. The information that is acquired through this training should not be used in isolation but in conjunction with training in other diagnostic and prescriptive programming skills.

This package contains six modules. They are Defining the Problem and Identifying What Will Meet the Student's Needs, Task Analysis, Behavioral Objectives, Systematic Inquiry, Task Analysis of Materials, and Designing Materials for the Educationally Handicapped.

In looking at the basic continuum of services,




these modules address the first three components. They are based on the premise that educators can gather the necessary information to make instructional, program decisions. The focus is on the information which is presented to the educator every day--the child's response to the present program. This is a dynamic process which changes as the child, and the educator's view of the child, changes.

The sequence of training presented in the modules is analogous to steps taken in any instructional design process. After defining the child's problem, and identifying what other kinds of information need to be gathered to design a program to meet the child's needs, the examination of instruction begins with the basic unit of the task. Through careful task analysis, the requirements, or subtasks, then become the frame of reference for observing the performance of the child. By working with simpler, more manageable units, the child's unique instructional needs become apparent.

In the next module, Systematic Inquiry, the participants practice an informal diagnostic technique to gather information on how a child learns. They examine each task and ask, "If a child could not do this task, how could I change it so he might be able to do it?" By modifying the task, and having the child able to do it because of the modification, a clue to the child's learning style has been found.

After information on what needs to be taught and how to teach it has been collected, the behavioral objectives for instruction can be formulated. In the Behavioral Objectives module, participants learn to write long and short range objectives. By monitoring the response of the child to the objectives, appropriateness and/or need for revision in the instructional program can be determined.

In the Task Analysis of Materials module, participants apply the process of task analysis to instructional materials. The Designing Materials for the Educationally Handicapped module teaches them how to develop instructional materials, if none are available, to meet a specific child's needs.

All the modules include notes to the facilitator that explain how he is to conduct the module. In these notes, the facilitator is asked to divide the participants into small groups to complete certain activities. During this time, the facilitator should circulate among the groups and carefully check their work in order to insure that they are learning the skill being presented.

The Appendix includes information on, and examples of, evaluation procedures that can be used to assess the progress of the participants.

Facilitator Notes for Defining the Problem and Identifying What Will Meet the Student's Need

This module presents a series of questions that, when answered, help participants define a child's problem and identify what will meet his needs.

It establishes a need for the participants to gather more diagnostic information in order to accurately define a child's problem and identify what will meet his needs. Informal techniques for collecting such data are then presented.

## Objective of the Module

1. The participants will complete Worksheets 1, 2, and 3, Defining the Problem and Identifying What Will Meet the Student's Need, with 100% accuracy.

## Materials Needed for the Module

Facilitator Materials

- Activity Notes
- 1 transparency of Worksheets 1, 2, and 3
- Overhead projector
- Marking pens

Participant Materials

- 1 copy of Activity Sheet 1a per participant
- 1 copy of Worksheets 1 2, and 3 per participant

## Time Needed to Complete the Module

This module takes approximately forty-five minutes to complete.

Activity Notes for

Defining the Problem and Identifying What Will Meet the Student's Need

(HAND OUT WORKSHEETS 1, 2, and 3.)

1. Take about three to five minutes to look these over.

2. Let's say that a child - Peter - is referred to you.

   a. He is eleven years old.

   b. He's having trouble learning how to undress himself.

(PUT THE TRANSPARENCY OF WORKSHEET 1 ON THE OVERHEAD.)

3. The first thing we may want to do with this referral is to define the problem.

4. The first question to ask yourself when defining the problem is:

   1.1 Who is affected?

   The answer is Peter, his teacher and parents.

5. Then we ask:

   1.2 What is the apparent skill deficit?

   He can't undress himself.

6. Next we ask:

   1.3 What kind of skill deficit is it?

   a. What did we want the student to accomplish?

   We wanted him to independently dress himself.

   b. What has been done? (What/How much did the student achieve?) We need specific information from the teacher to complete this. "Can't undress himself" isn't enough.

   Let's say that he has learned to take his pants off but cannot at this time manage his shirt.

7. Then we ask:

   1.4 What remains to be done?

   He needs to learn how to take off a T-shirt style and dress shirt.

8. Now we need to combine all of the above information into a statement of the problem.

1.5 Problem statement:

Peter's teacher wants him to learn how to remove a T-shirt and dress shirt independently.

9. Finally, ask yourself:

1.6 Are there ways to meet this problem?

At this point, yes.

10. Peter's problem is now better defined. However, we still need to pinpoint what will meet his educational need.

(PUT TRANSPARENCY OF WORKSHEET 2 ON THE OVERHEAD.)

11. Again, we state what we want him to accomplish.

2.1 Peter needs to learn how to remove a T-shirt and dress shirt independently.

12. Next, we ask ourselves:

2.2 What kind of information do I need to program for Peter?

a. What kind of questions do I have?

1) Do I have questions about his
___background (family, previous educational experiences)
___intellectual information (at what level is the child functioning?)
___behavioral information (what can and can't the child do?)
___other information (health, sensory, etc.)

2) Let's say I would like more behavioral information about Peter. Would any of you want other types of information also?

(RECORD RESPONSES ON THE TRANSPARENCY.)

b. Which of these questions are answered by the information you already have?

Do you have any
___background information?
___intellectual information?
___behavioral information?
___other information?

1) With this example, you only have a little behavioral information.

You know that he can put on his pants independently.

2) In other cases, the referring teacher may have given you information that would answer your questions in certain areas and/or you may have read the child's cumulative folder, etc.

(PUT TRANSPARENCY OF WORKSHEET 3 ON THE OVERHEAD.)

c. What questions still need to be answered?

What kind of information do you need to answer them?

___background information?

You might want to know what methods and materials have been previously used with the child.

___intellectual information?

You might ask what tests have been given or need to be given.

___behavioral information?

Can Peter remove a dress shirt if it is unbuttoned?

___other information?

What are some other things that you have questions about?

(RECORD RESPONSES ON THE TRANSPARENCY.)

13. By listing what types of information we still need, we have an indication of where to begin gathering diagnostic data.

14. The next question we ask is:

    2.3 Does this information we have gathered indicate a need to modify the problem statement and goals we established for Peter?

        A. This question can't be answered until you have gathered all the diagnostic information on the child so let's wait and answer it after we've gathered some on him.

(HAND OUT ACTIVITY SHEET 1a.)

Activity Sheet 1a

1. Think of a child you worked with last year.
2. Based on that child's problem, complete worksheets 1, 2, and 3 for Defining a Problem and Identifying What Will Meet the Student's Need.
3. As you finish each page, discuss it with a facilitator.
4. Rejoin the large group for discussion.

(DISCUSS WITH THE GROUP THE ADVANTAGES AND DISADVANTAGES OF USING SUCH A PROCESS WHEN WORKING WITH HANDICAPPED CHILDREN.)

15. Is this the type of process you use to define a problem and identify what will meet the student's need? Are these the types of questions you ask yourself?

16. Do you think it is a worthwhile procedure to use?

17. Do you have any suggestions about questions to add or delete?

18. On pages 2 and 3, we looked at the many types of information you could gather. We're going to concentrate on gathering information that is behavioral. In other words, we are going to concentrate on gathering observable, measurable data.

    a. We're not going to make assumptions about what is going on inside a child's head.

    b. We'll concentrate on what we observe him doing.

19. One way to gather informal diagnostic data is through task analysis.

ACTIVITY SHEETS

## Defining the Problem and Identifying What Will Meet the Student's Need

1. Think of a child you worked with last year.
2. Based on that child's problem, complete worksheets 1, 2, and 3, Defining a Problem and Identifying What Will Meet the Student's Need.
3. As you finish each page, discuss it with a facilitator.
4. Rejoin the large group for discussion.

WORKSHEETS

Worksheet 1
(Use in Activity 1a)

## Defining the Problem and Identifying What Will Meet the Student's Need

1.0 Defining the problem.

1.1 Who is affected?

1.2 What is the apparent skill deficit?

1.3 What kind of skill deficit is it?

a. What did we want the student to accomplish?

b. What has been done? (What/How much did the student achieve?)

1.4 What remains to be done?

1.5 Write a problem statement in paragraph form including the information in 1.1, 1.2, 1.3, and 1.4.

1.6 Are there ways to meet this problem?

Probably yes_____ Probably no_____

2.0 Identifying what will meet the student's need.

2.1 What is it that the student is to accomplish? (What are the appropriate goals for the student?)

2.2 What kinds of information are needed for you to program for this child?

a. What questions need to be answered before you can program for the child? Do you have questions in the areas of:

___background information (family, previous educational experiences, etc.)

___intellectual information (At what level is the child functioning?)

___behavioral information (What can the child do? What can't he do?)

___other information (health, sensory, etc.)

b. Which of these questions are answered by the information you already have?

___background information

___intellectual information

___behavioral information

___other information

c. What questions still need to be answered? What kind of information do you need to answer them?

| Kinds of Information | Elaborate |
|---|---|
| ___background information | |
| ___intellectual information | |
| ___behavioral information | |
| ___other information | |

2.3 Does this information you have gathered indicate a need to modify 1.5 or 2.1?

Yes___ No___

## Facilitator Notes for Task Analysis

The task analysis module is one of the most important in the series of packets. Task analysis is the foundation of diagnosis and programming techniques for the severely and profoundly handicapped child.

If this module is the only one being presented at a workshop, the facilitator should point out that task analysis is an informal diagnostic tool that is of exceptional value in gaining diagnostic information about the severely, multiply handicapped child. Most standardized diagnostic tests are not applicable for this type of child.

The facilitator should also use the "Continuum of Services" transparency to clarify where task analysis fits into the overall continuum of defining, diagnosing, and programming for a child. At this time, it could also be stated that although task analysis is both a diagnostic and remedial tool, this module will stress only the diagnostic aspects of the technique.

In order to present this module, the facilitator must select eight non-academic and pre-academic tasks for the group to task analyze. The tasks that the participants are asked to analyze should be placed in order of difficulty. The first one the participants do should be the easiest and "cleanest" to task analyze. The last one they are asked to do should also be fairly easy so that the participants end the module with a positive feeling about their ability to task analyze.

In this module, eight tasks are included as examples. They are similar to those usually included in the curriculum for a severely, multiply handicapped child. They may be used, or the facilitator may select different ones.

Also included are task analyses that previous participants have completed for each of the eight example tasks. These are labeled "Task Analysis by Previous Participants" in the upper right corner. After the participants have completed analyzing a task, they are to compare their analysis with the analysis of a previous participant. If you are asking the participants to analyze a task that is not one of the eight example ones, you will need to prepare a task analysis of it. You might consider putting "Task Analysis of Previous Participants" in the upper right hand corner. This seems to put participants more at ease for they don't think these are checksheets with the "right" answers. They become simply another participant's idea of how to do task analysis.

Stress to the participants that these task analyses are not necessarily correct. They are to be used by the participants to see how others task analyzed the tasks. The discussion that often results when participants compare their responses to what someone else did usually provides many learning experiences. If you do stress that the

answers are not necessarily correct, experience has indicated that you will avoid disagreements among the participants and facilitators about th task analyses. If you do prepare the "Task Analysis by Previous Participants" yourself, try not to become defensive if participants, when comparing yours with theirs, disagree with it.

Encourage the participants to try to break objectives into very small steps when they are first practicing task analysis. If they can do this, they will also be able to task analyze on a more general level. For example, when task analyzing "removing a T-shirt" someone may want to write "pulls shirt off arm" as a task instead of breaking it into smaller tasks, such as "pulls shirt off wrist," "pulls shirt off elbow" and so forth. When working with the severely, multiply handicapped, it is extremely important that each objective is broken down into as many subtasks as possible. Otherwise, when the task analysis is being used to teach the child the skill, he becomes confused or overwhelmed by what is being asked of him.

Some participants will wonder why they need to always include the task of "attending to the task/teacher." This has been included on all of the pages labeled "Task Analysis by Previous Participants" because it is a skill often assumed that the student has, which he often doesn't. By having the participants always include this subtask, it is hoped that they will become more aware of it and check to be sure children can attend.

There are four problems that facilitators may encounter when training people to do task analysis. The first is that participants frequently record abilities, such as "visual discrimination of 'b' and 'd'" or "remembers sounds" as tasks. Stress to them that these are abilities and cannot be in a task analysis unless they can be stated in observable terms. Then assist them in writing these in observable terms.

Another problem concerns recording actual tasks but using words such as "understands" to describe them. Help the participants select action verbs. Many times, the word "demonstrates" is placed in front of every task. "Demonstrates" should probably only be used in one case, "demonstrates an understanding of the language of directions." In most cases, a more observable term can be found.

The third problem is that some participants, when doing task analysis, find it difficult to concentrate only on the objective and not on the child. They think that a task analysis of an objective must consider the child's handicapping condition. The following may help in clarifying this issue.

1. Analyzing a task with a specific child in mind would greatly increase the amount of time needed to task analyze an objective because each time the objective was taught to a child with a different handicapping condition, it would have to be re-analyzed. It makes more sense to decide what tasks are involved in the objective that the child must complete in order to finish the

objective. Then, when it is time to teach the child the objective, modify only the subtasks that are necessary to change in order to individualize for the child's handicapping condition. This takes much less time than re-analyzing an objective. The skill of modifying subtasks is taught in the Systematic Inquiry module.

2. Bateman's example of the main subskills, presented when teaching a normal child to decode (The Essentials of Teaching, page 40), illustrates the concept of considering only the objective, and not the child, when doing a task analysis. The subskills listed are inherent in the objective and are not determine by what the child can and cannot do.

3. Task analysis by definition is looking at the task to determine its own necessary subskills. It is looking at what the task requires of any learner and the essential subskills and/or prerequisites the task demands of the learner. In administering the checklist of test items for each subtask, diagnostic information is gained as to what subskills the individual child can and cannot do and where to begin instruction. At this point, then, the information about the individual child is gathered, and considered, but not before.

The last problem revolves around the amount of papers that must be distributed for this module. The facilitators must be very organized and know when to distribute what papers to whom.

Some participants will finish Activity 2c before others will. Allow them to start Activity 2d without waiting for others. However, this will complicate the distribution of papers, so be prepared for mass confusion unless you're organized!

Encourage the participants to change partners after Activities 2a and 2c. Everyone takes a slightly different approach to task analysis and it is beneficial to expose people to as many of these approaches as possible for more learning is then likely to occur.

Objectives of the Module

1. Participants will isolate, describe, and sequence the subtasks of one of the following non-academic tasks:

   a. Making a peanut butter sandwich.
   b. Cooking a hard boiled egg.
   c. Planting a seed.
   d. Washing a car.
   e. Setting a table with one place setting.
   f. Baking a cake.
   g. Making a bed.
   h. Lighting a cigarette.
   i. Mixing a martini.

2. Given a pack of cards with the subtasks of a non-academic task in random order, participants will sequence the subtasks in correct order with 85% accuracy.

3. The participants will define task analysis and tell four uses of task analysis with 100% accuracy.

4. The participants will analyze five non-academic tasks into their component subtasks and record their task analyses on the Recording Sheets with 95% accuracy.

5. The participants will analyze three pre-academic tasks into their component subtasks and record their task analyzses on the Recording Sheets with 90% accuracy.

Materials Needed for the Module

Facilitator Materials

Activity Notes

Blank transparencies

Approximately ten 3x5 cards per participant

Task Analyses by Previous Participants for Worksheets 4, 5, 6, 7, 8, 9, 10, and 11

1 transparency of

| Reasons For | Reasons Against | Ways to Solve |
|---|---|---|

Overhead projector

Marking pens

Participant Materials

1 Activity Sheet 2a per participant

1 Activity Sheet 2b per participant

1 copy of Essentials of Teaching per participant

1 Activity Sheet 2c per participant

1 copy of Worksheets 4, 5, 6, 7, and 8 and Recording Sheets 4a, 5a, 6a, 7a, and 8a per participant

1 copy of Activity Sheet 2d per participant

1 copy of Pre-academic Tasks 9, 10, 11 and Recording Sheets 9a, 10a, and 11a per participant

Time Needed to Complete the Module

Approximately three to three and one-half hours is needed to complete the module. It is best to teach the module in one session. However, if this is not possible, Activities 2a and 2b can be facilitated in one session and Activities 2c and 2d in the second one. Both sessions would then be about one and one-half hours long.

Activity 2b can be assigned as a "homework" assignment which would also shorten the time the module takes to complete.

## Activity Notes for Task Analysis

1. In our last activity, we practiced identifying and defining a child's problem. We identified that Peter cannot remove either a T-shirt or a dress shirt. Let's say that we decide to teach Peter how to take off a shirt. In order to teach him we need to gather some diagnostic information that will help us decide what specific task to teach him. An informal diagnostic technique that could help us gather the information is task analysis.

2. One of the basic principles of teaching any child with learning problems, whether they are mild or severe, is that the learning tasks we present to him should be broken down into small, sequential steps. Breaking tasks or objectives into small, sequential steps is task analysis.

(PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND RECORD THE FOLLOWING.)

3. Barbara Bateman, in Essentials of Teaching, describes task analysis "as the process of
   a. isolating,
   b. describing, and
   c. sequencing,
   all necessary subtasks which, when the child has mastered them, will enable him to perform the objective" (Bateman, 1971, p. 33).

4. Teachers, consultants and so forth use task analysis as both a diagnostic and remedial tool. In this module, we'll explore its use as a diagnostic technique.

5. To use task analysis diagnostically, you:

   a. Specify an instructional objective the child is having difficulty meeting.
   b. Break it into subtasks.
   c. Construct a checklist with a test item for each subtask.
   d. Administer the checklist.
   e. Teach the child the subtasks he doesn't know.

      1. When he is able to do all the subtasks that are part of the objective, he should be able to complete the objective.

      2. When you're teaching the subtasks to the child that he didn't know, remember to check for generalization. Sometimes, when you're teaching a child one subtask he may learn another one automatically. So, after teaching the first subtask, administer the test item from the checklist for the next subtask you're going to teach him before starting to teach it to him. It won't take long and it may prevent you from teaching the child something he already knows.

6. There are two things to remember when you're doing task analysis. First, pretend you are a strict behaviorist. You are interested only in behaviors you can observe--those that can be seen, heard, measured, or counted.

   a. Don't attempt to make inferences about what goes on "inside" the child.

      1) For example, let's not use a term like "visual discrimination." A term like that doesn't tell us much. There are many definitions of it. Also, it is hard to measure if the child has problems in this area or not when it is just stated as "visual discrimination."

      2) However, if we state the term in more observable language such as "can match a teaspoon with another teaspoon when a tablespoon is present, then we can see the child perform that task.

      3) We've changed a statement of a task from something we were guessing went on "inside" the child's brain to a task that is observable.

   b. So, concentrate only on the observable subtasks the child needs to do in order to complete the objective.

      1) Ask yourself, "Does the child need to do this subtask to meet the objective?"

      2) "Is it something I can see, hear, count, or measure?"

7. The second point to remember when using task analysis is to concentrate on the objective you're trying to teach the child. At this time we don't need to concentrate on the child himself.

   If you did consider a specific child each time you task analyzed an objective, it would greatly increase the amount of time needed to do task analysis. It would mean that each time you taught the objective to a child with a different handicapping condition, you would have to re-analyze the objective. It makes more sense to decide what tasks are involved in the objective that the child must complete in order to finish the objective. Then, when it is time to teach the child the objective, modify only the subtasks that are necessary to change in order to individualize for the child's handicapping condition.

8. When we're trying to do a task analysis using observable behaviors we use this formula:

   Action verb plus object.

   For example, an action verb is "pick up" and an object is "Kleenex." "Matches" "pictures" is another example.

(HAND OUT ACTIVITY SHEET 2a and 3x5 CARDS.)

Activity Sheet 2a

1. Divide into small groups.
2. The facilitator will give your group a non-academic task. Isolate, describe, and sequence the subtasks which, when mastered, will enable an individual to perform the task.
3. List each subtask on a separate card.
4. Number each card on the back, indicating the correct sequence your group has determined.
5. Provide a title card. Underline the title.
6. Shuffle your task cards out of sequence and place the title card on top.
7. Give your task cards to the facilitator for exchange with another group.
8. When you receive another group's set of task cards, sequence the given tasks as a group. Then compare your group's sequence to the original group's sequencing by checking the number on back of each card. Discuss any discrepancies.

(AFTER THE PARTICIPANTS HAVE COMPLETED ACTIVITY 2a, ASK THEM TO FORM A LARGE GROUP.)

9. Now we are going to continue to apply task analysis to more specific non-academic and pre-academic tasks. These are the kinds of skills you may be teaching children who are severely, multiply handicapped.
10. Task analysis, as we have state previously, is an effective informal diagnostic and prescriptive programming technique to use with any child. The process is the same when you analyze any task - only the objective or task being analyzed varies.

(PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND RECORD THE FOLLOWING.)

11. Let's keep in mind that:
    a. Task analysis involves isolating, describing and sequencing subtasks.
    b. Task analysis is action verb plus object.
    c. Task analysis involves only observable behavior.

12. Let's say we wanted a child to remove his long pants completely without assistance. He couldn't do it so we decided to gather some informal diagnostic information about why he couldn't by using task analysis.

13. Our objective is that Peter will completely remove long pants with an elastic waist, without assistance, when given the command, "Peter, take off your pants."

(RECORD THE FOLLOWING ON THE TRANSPARENCY.)

14. The task analysis of removing long pants is:

    a. Attends to the teacher and task.
    b. Grasps waist band of pants with hands.
    c. Pulls pants from waist to groin.
    d. Pulls pants from groin to mid-thighs.
    e. Pulls pants from mid-thighs to knees.
    f. Pulls pants from knees to calves.
    g. Pulls pants from calves to ankles.
    h. Sits down.
    i. Grasps one pant leg.
    j. Pulls the pants from one ankle and foot.
    k. Pulls the pants from the other ankle and foot.

15. This completes the first and second steps of task analysis. We have listed a specific objective we want the child to achieve and broken it into small subtasks. The third step is to construct a checklist with a test item for each subtask.

16. If I wanted to check to see if the child was attending to the teacher and task, I would first define what attending was in observable terms. Let's say it means looking at the teacher for thirty seconds without looking away while the teacher says, "Peter, take off your pants" and demonstrates the task for him. By defining it in this way, we could observe to see if he did attend. If he didn't we could teach him to because he would need to do this subtask in order to complete the objective.

17. A way to check to see if he could grasp the waist band of his pants would be to see if he could grasp and if he knew where the waist band of his pants were.

18. To check out the remaining subtasks, you could remove the child's pants completely except for the subtask you are checking. For example, you would start with his pants at his waist then say, "Peter, take off your pants." You would pull them down to his knees allowing the child to finish. If he <u>can</u> complete that subtask, you would check to see if he could remove the pants from his mid-thighs. If he <u>could not</u>, you would know that you might have to teach him how. However, don't stop checking the subtasks just because you find one he can't do. Check to see if he could remove his pants if they were

at his groin. For some reason, he may be able to do this yet not be able to remove them from his mid-thighs. If you found this to be true, you wouldn't need to teach him how to remove them from his mid-thighs.

By checking the subtasks in this manner you would determine which subtasks must be taught in order for the child to achieve this self-help skill.

19. Let's take some time to read about Barbara Bateman's method of task analysis and then we'll practice task analyzing some non-academic tasks.

(HAND OUT ACTIVITY SHEET 2b.)

Activity Sheet 2b

1. Read Chapter 3 in the Essentials of Teaching.

2. Return to the large group for discussion.

20. What did you think were the important points in this chapter?

(IF THE FOLLOWING POINTS ARE NOT MENTIONED BY THE PARTICIPANTS, THE FACILITATOR SHOULD PRESENT THEM.

a. In all teaching, it is important to begin instruction on the appropriate level of task difficulty. A thorough task analysis enables the teacher to determine quite precisely where to begin instruction.

b. Task analysis provides an efficient means for assessing what skills the child needs to learn to complete the objective.

c. The uses of task analysis include:

1) Assessing entering behavior,
2) Grouping for instruction,
3) Readiness, and
4) Motivation.)

21. Bateman presents a task ladder model. The bottom rung of the ladder is for entering behavior pre-requisites. The second rung lists the subtasks and the top rung is the instructional objective. During the next activity, you will be looking at task analyses the previous participants did. You will see that they started listing the behavior

pre-requisites as numbers one, two, etc. The last task listed is the one that meets the objective. This is a reverse of Bateman's ladder.

The entry behavior of "attending" is almost always included. It is a good idea to always list this, where appropriate, because it is so important for the completion of every objective and unless we list it we often forget to check to see if the child does attend.

22. In our next activity, we are going to task analyze some non-academic tasks. We will ask you to compare your task analysis to those of previous participants. These are not necessarily the correct answers. We ask you to compare yours with theirs in case you have left out something that they may have included and vice versa. Or, if you aren't sure of the correct sequence, looking at how someone else did it may help you.

23. Please try to use common words when you task analyze these tasks. By using common terms, we can more easily understand what everyone means.

24. Be sure to compare your task analysis with that done by other participants after <u>each</u> worksheet.

(PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND RECORD THE FOLLOWING.)

25. Remember the rules of task analysis.

    a. It is isolating, describing, and sequencing subtasks.
    b. It is action verb plus object.
    c. It involves <u>only</u> observable behavior.

(HAND OUT ACTIVITY SHEET <u>2c</u>, WORKSHEETS <u>4</u>, <u>5</u>, <u>6</u>, <u>7</u>, and <u>8</u> and RECORDING SHEETS <u>4a</u>, <u>5a</u>, <u>6a</u>, <u>7a</u>, and <u>8a</u>.)

Activity Sheet <u>2c</u>

1. In dyads, isolate, describe and sequence the subtasks for each of the non-academic tasks which you have been provided.

2. Compare your answers with examples that previous participants did.

3. Discuss any differences between your task analysis and that of previous participants.

continued on next page...

Activity Sheet 2c continued.

4. Select your task analysis, or one by previous participants, or a composite of both, as your final task analysis of the task.

5. Write your final analysis on the Recording Sheet.

6. At this time, ignore the "Check" and "Systematic Inquiries" columns.

(AFTER THE GROUP HAS FINISHED TASK ANALYZING THE NON-ACADEMIC TASKS, ASK THEM TO FORM A LARGE GROUP.)

26. One of the deficits the severely, multiply handicapped child demonstrates is a lack of language skills. Many of these children exhibit very limited or no expressive language and others seem to lack receptive language. In order to develop a child's language, we teach him skills such as how to discriminate among objects, how to imitate sounds, and so forth. These are often referred to as pre-academic skills.

    In our next activity we will task analyze some of these pre-academic tasks. Remember to continue to use observable terms. For this activity, please find a new partner.

(HAND OUT WORKSHEETS 9, 10, and 11 and RECORDING SHEETS 9a, 10a, and 11a.)

Activity Sheet 2d

1. In dyads, isolate, describe, and sequence the subtasks of three pre-academic skills.

2. Compare your answers with examples that previous participants did.

3. Discuss any differences between your task analysis and that of previous participants.

4. Select your task analysis or one by previous participants or a composite of both, as your final task analysis of the skill.

5. Write your final analysis on the Recording Sheet.

6. At this time, ignore the "Check" and "Systematic Inquiries" columns.

27. Remember to compare the task analysis of each pre-academic skill with those that previous participants did after you finish <u>each</u> one.

(WHEN THE PARTICIPANTS HAVE COMPLETED THE ACTIVITY, ASK THEM TO FORM A LARGE GROUP.)

28. Let's brainstorm some reasons for using task analysis as a diagnostic technique, some problems that may be involved in using it and ways to solve some of these problems.

(PUT A TRANSPARENCY ON THE OVERHEAD THAT LOOKS LIKE THIS:

| REASONS FOR | PROBLEMS | WAYS TO SOLVE |
|---|---|---|

RECORD THE GROUPS' RESPONSES IN THE APPROPRIATE COLUMN.

ONE OF THE MOST OFTEN MENTIONED REASONS FOR NOT USING TASK ANALYSIS IS THE AMOUNT OF TIME IT TAKES. IF THE FOLLOWING POINTS ARE NOT MENTIONED BY THE PARTICIPANTS, THE FACILITATOR SHOULD MAKE THEM:

a. Task analysis becomes easier and quicker to do the more you do it. Did any of you notice this as your practiced?

b. Although you usually task analyze most objectives you teach a severely, multiply handicapped child, you need to only thoroughly task analyze those objectives he is having problems achieving.

c. Save every task analysis you do. Another child may have problems with that task or one similar to it.

d. Teachers in a building could make a file of all the task analyses they have done. Then, before doing one, you could check the file to see if that task had already been analyzed. If you did put all the task analyses in a file, it would be important to agree on a common set of terms first.

e. There are some books available that contain the analyses of many tasks that other professionals have written. However, even when these are available, you have to know the process of task analysis. For example, every child will not learn the tasks in the same sequence and some of the tasks in the book may have to be broken down even further for some children. If you don't know how to do this, the book won't be of much use to you.)

ACTIVITY SHEETS

## Task Analysis

1. Divide into small groups.

2. The facilitator will give your group a non-academic task. Isolate, describe, and sequence the subtasks which, when mastered, will enable an individual to perform the task.

3. List each subtask on a separate card.

4. Number each card on the back, indicating the correct sequence your group has determined.

5. Provide a title card. Underline the title.

6. Shuffle your task cards out of sequence and place the title card on top.

7. Give your task cards to the facilitator for exchange with another group.

8. When you receive another group's set of task cards, sequence the given tasks as a group. Then compare your group's sequence to the original group's sequencing by checking the number on back of each card. Discuss any discrepancies.

## Task Analysis

1. Read Chapter 3 in The Essentials of Teaching.
2. Return to the large group for discussion.

## Task Analysis

1. In dyads, isolate, describe and sequence the subtasks for each of the non-academic tasks which you have been provided.
2. Compare your answers with examples that previous participants did.
3. Discuss any differences between your task analysis and that of previous participants.
4. Select your task analysis, or the one by previous participants, or a composite of both, as your final task analysis of the task.
5. Write your final analysis on the Recording Sheet.
6. At this time, ignore the "Check" and "Systematic Inquiries" column.

## Task Analysis

1. In dyads, isolate, describe, and sequence the subtasks of three pre-academic tasks.

2. Compare your answers with examples that previous participants did.

3. Discuss any differences between your task analysis and that of previous participants.

4. Select your task analysis, or the one by previous participants, or a composite of both, as your final task analysis of the skill.

5. Write your final analysis on the Recording Sheet.

6. At this time, ignore the "Check" and "Systematic Inquiries" column.

WORKSHEETS

Worksheet 4
(Use in Activity 2c)

## Task Analysis

Task analyze this self-help skill. The teacher says, "Susan, brush your teeth."

Worksheet 5
(Use in Activity 2c)

## Task Analysis

Task analyze this self-help skill. The teacher says, "Joey, put on your socks".

Worksheet 6
(Use in Activity 2c)

## Task Analysis

Task analyze this motor skill. The teacher says to the child, who is lying on a bed, "Allan, sit up".

Worksheet 7
(Use in Activity 2c)

## Task Analysis

Task analyze this self-help skill. The teacher says, "Kathy, button your blouse".

Worksheet 8
(Use in Activity 2c)

## Task Analysis

Task analyze this self-help skill. The teacher say, "Mark, take off your T-shirt."

# Task Analysis

## Object Discrimination Using Pictures

The teacher places three different picture cards (ball, cup and orange) on the table and says, "Sally, point to the ball."

After the child has pointed to the ball, the teacher asks her to point to the cup and the orange.

## Task Analysis

### Concept Development

The teacher and child are seated at a table. On the table are placed a ball, an apple and a sock. Beside the table is a box.

The teacher says to the child, "Ann, put the ball in the box."

## Task Analysis

### Sound-to-Sound Matching

The teacher places a dinner bell, a rattle and a squeeze toy in front of the child. She places an identical set of objects in front of herself. A screen is placed between the child's objects and the teacher's objects so the child cannot see which object the teacher chooses.

The teacher then says, "Johnny, do what I do" and rings the bell. She waits for a response and then continues in the same manner with the rattle and squeeze toy.

RECORDING SHEETS

Recording Sheet 4a
(Use in Activity 2c)

## Task Analysis

**Alternative Response:**

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| | | |

Name of task: _____

# Task Analysis

Alternative Response:

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| | | |

Name of task: _____

Recording Sheet 6a
(Use in Activity 2c)

## Task Analysis

**Alternative Response:**

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| | | |

Name of task: _____

Recording Sheet 7a
(Use in Activity 2c)

## Task Analysis

Alternative Response:

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| | | |

Name of task: _____

Recording Sheet 8a
(Use in Activity 2c)

## Task Analysis

**Alternative Response:**

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| | | |

Name of task: _____

Recording Sheet 9a
(Use in Activity 2d)

## Task Analysis

Alternative Response:

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| | | |

Name of task: _____

Recording Sheet 10a
(Use in Activity 2d)

## Task Analysis

Alternative Response:

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| | | |

Name of task: _____

Recording Sheet 11a
(Use in Activity 2d)

## Task Analysis

Alternative Response:

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| | | |

Name of task: _____

PREVIOUS PARTICIPANT SHEETS

## Task Analysis

Hygiene: Brushing Teeth

1. Attends to teacher and task.
2. Locate toothbrush.
3. Locate toothpaste.
4. Remove cap from tube.
5. Pick up toothpaste tube.
6. Pick up toothbrush.
7. Move toothbrush to toothpaste tube.
8. Squeeze paste from tube.
9. Release toothpaste tube.
10. Can turn on water.
11. Puts toothbrush under the water. Brings toothbrush to mouth.
12. Move the toothbrush in an up and down motion.
13. Move the toothbrush in a back and forth motion.
14. Remove toothbrush from mouth.
15. Spits.
16. Places toothbrush under water to rinse it.
17. Places toothbrush in container.
18. Turns off water.
19. Replaces cap on tube.

Task Analysis of Worksheet 5
by Previous Participants
(Use in Activity 2c)

## Task Analysis

Dressing: Socks

1. Attends to teacher and task.
2. Picks up the sock.
3. Guides toes into sock.
4. Pulls on sock from the toes to instep.
5. Pulls on sock from the instep to heel.
6. Pulls on sock from the heel to base of ankle.
7. Pulls on sock from the base of the ankle to top of ankle.

Task Analysis of Worksheet 6
by Previous Participants.
(Use in Activity 2c)

## Task Analysis

Motor: Sitting Up

1. Attend to teacher and task.
2. Places both palms of hand to right of body on the bed.
3. Rolls body so it is resting on right side.
4. Pushes body to waist height, resting weight on hands.
5. Pushes body to horizontal or sitting position.
6. Rolls body placing buttocks flat on bed.

Task Analysis of Worksheet 7
by Previous Participants
(Use in Activity 2c)

## Task Analysis

Dressing: Buttoning a blouse

1. Attends to teacher and task.
2. Grasp the button.
3. Hold the "vertical hem" of the shirt in right hand.
4. Moves button toward hem of the shirt.
5. Insert button into buttonhole.
6. Pull the button a small portion of the way through the buttonhole.
7. Pull the button one-fourth of the way through the buttonhole.
8. Pull the button one-half of the way through the buttonhole.
9. Pull the button three-fourths of the way through the buttonhole.
10. Pull the button all the way through the buttonhole.

Task Analysis of Worksheet 8
by Previous Participants.
(Use in Activity 2c)

## Task Analysis

Undressing: T-shirt

1. Attends to teacher and task.
2. Grasp hem of garment.
3. Pull up hem of shirt from waist to nipples.
4. Pull up hem of shirt from nipples to underarms.
5. Remove shirt from right arm.
6. Remove shirt from head.
7. Remove shirt from left shoulder.
8. Remove shirt from left elbow.
9. Remove shirt from wrist.

## Task Analysis

Object Discrimination, Worksheet 9

1. Attends to teacher and task.
2. Matches verbal stimulus of the word with the visual stimulus of the picture.
3. Points to picture.

Concept Development, Worksheet 10

1. Attends to teacher and task.
2. Demonstrates understanding of key word in the directions: "in."
3. Matches stimulus of word ball with object ball
4. Locates ball.
5. Locates box.
6. Grasps ball.
7. Finds the area of the box into which to put the ball.
8. Pulls hands apart to release ball.

Sound-to-Sound Matching, Worksheet 11

1. Attends to teacher and task.
2. Demonstrates an understanding that "do what I do" involves imitation. Matches sound of the object with the concrete object.
3. Picks up object.
4. Shakes or squeezes the object.

## Facilitator Notes for Systematic Inquiry

This is the last informal diagnostic module. In it, participants learn to gather data on a child's learning style.

The most difficult part about this module is separating a "check" from a systematic inquiry or modification. The facilitator should constantly review the participants' work to be sure they have made this differentiation.

The article, "Introduction" from Psychoeducational Evaluation of the Preschool Child: A Manual Utilizing the Haeussermann Approach, can be read in total as suggested in the activity notes. However, if there is a shortage of time, the participants need only read the section "Probes" on page four. The facilitator should use concrete objects in the demonstrations of this technique. This seems to clarify the procedure for the participants.

When participants form dyads to complete Activity 3a, they may be in a dyad with a person who was not their partner during the task analysis activities. This means that their task analyses of Worksheets 9, 10, and 11 may differ. Suggest to them that they select one person's task analysis of Worksheet 9 and complete systematic inquiries for that one only. Then, the other person's Worksheet 10 can be used for the second systematic inquiry endeavor and so forth.

An outcome of having a new partner for the systematic inquiries activities is that a helpful discussion about why certain tasks were omitted or added may result.

The facilitator will need to prepare "Systematic Inquiries by Previous Participants" for Worksheets 9, 10, and 11. If you are using a worksheet for the first time, and don't have systematic inquiries that previous participants have completed, you will need to do them yourself. However, you might consider putting "Systematic Inquiries by Previous Participants" in the upper right corner. Reading this seems to put participants more at ease; they don't feel these are checksheets with the "right" answers.

Stress to the participants that these systematic inquiries are not necessarily correct, but they are to be used by the participants to determine if they left out any steps or misinterpreted something. The discussion that often results, when participants compare their responses to what someone else did, usually provides many learning experiences.

Experience has also indicated, that by stressing the answers are not necessarily correct, many disagreements are eliminated among participants and facilitators about whose response is correct.

If you do prepare the "Systematic Inquiries by Previous Participants" yourself, try not to become defensive if participants, when comparing yours with theirs, disagree with it. One of the most fun things about facilitating is the learning you can also do!

## Objectives of the Module

1. The participants, after reading the article "Introduction" from Psychoeducational Evaluation of the Preschool Child: A Manual Utilizing the Haeussermann Approach, will define the two types of probes, and give examples of them, with 95% accuracy.

2. The participants, given three pre-academic worksheets that have been previously task analyzed, will write a method for checking each subtask in the "Check" column of the Recording Sheet with 100% accuracy.

3. The participants, given three pre-academic worksheets that have been previously task analyzed, will write at least two systematic inquiries for each subtask in the "Systematic Inquiries" column of the Recording Sheet with 90% accuracy.

## Materials Needed for the Module

| Facilitator Materials | Participant Materials |
|---|---|
| Activity Notes | 1 copy of the article "Introduction" from Psychoeducational Evaluation of the Preschool Child: A Manual Utilizing the Haeussermann Approach per participant |
| Blank transparencies | 1 copy of Demonstration Worksheet I |
| 1 copy of Demonstration Worksheet I | 1 copy of the Demonstration Worksheet II |
| 1 copy of Demonstration Worksheet II | 2 Systematic Inquiry Recording Sheets |
| 2 transparencies of the Systematic Inquiry Recording Sheet | 1 Activity Sheet 3a per participant |
| Systematic Inquiries by Previous Participants of Worksheets 9, 10, and 11 | 1 set of Task Analysis Worksheets 9, 10, 11 and Recording Sheets 9a, 10a, and 11a per participant |
| 1 transparency of Reasons for \| Problems \| Ways to Solve | |
| Overhead projector | |
| Marking pens | |

## Time Needed to Complete the Module

Approximately two hours will be needed for participants to complete the module.

Activity Notes for Systematic Inquiry

1. Now we have task analyses of some non-academic and pre-academic tasks. We need to try to pinpoint what a child can and can't do even further through a process called systematic inquiry.

2. In systematic inquiry, we look at each task and ask ourselves:

   "If Peter can't do this task, how can I change it so he might be able to do it?"

   a. Then, you modify the task and see if he can do the modified version or see if he still misses it.

   b. If he can do it in the new way, you've restructured the task. You have a clue to his learning style.

   c. What you're doing is restructuring the tasks in such a way as to control the range of possible sources of error.

(GIVE EACH PARTICIPANT A COPY OF THE ARTICLE "INTRODUCTION" FROM PSYCHOEDUCATIONAL EVALUATION OF THE PRESCHOOL CHILD: A MANUAL UTILIZING THE HAEUSSERMANN APPROACH BY JEDRYSEK, KLAPPER, POPE, AND WORTIS. AFTER ABOUT TWENTY MINUTES, DISCUSS THE ARTICLE WITH THE WHOLE GROUP.)

3. Task analysis identified the subtasks necessary to complete the objective. The list of subtasks represents a range of possible sources of error.

4. In order to identify the specific causes for a child's failure on a task, it is necessary to restructure the task in such a way as to control the range of the possible sources of error. This restructuring is systematic inquiry.

5. As the Haeussermann article points out, there are two ways to modify the task: laterally and downwardly. An example of a lateral modification is: if a child does poorly on a phonics page from the Ginn series, the teacher substitutes a phonics page from the Houghton-Mifflin series, covering the same material. A downward modification is a more substantial modification of the task. Who can suggest some types of downward modifications?

(PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND RECORD THE RESPONSES. EXAMPLES OF RESPONSES ARE:

a. Provide fewer choices.

b. Simplify the response the child must make.

c. Make the items more different from each other.

d. Make the task concrete.

e. Modify the way you present the stimulus.

f. Modify the response mode.

g. Change key words in the directions.)

6. We modify the task to assess the amount and kind of assistance the child needs to do the task. One type of modification often used with the severely, multiply handicapped is prompting. When teaching this type of child, we begin with the presentation of a stimulus, which is a cue for a particular response to occur. Prompts are additional cues, given at the time the task is presented, to enhance the probability that the correct response will occur. There are three levels of prompts that can be used when presenting a task.

   a. Verbal prompts are the first level. An example of a verbal prompt is a teacher saying, "Peter, take off your shirt."

      If the child does not respond to the command, she uses another level of prompting, such as gestural prompts.

   b. When using a gestural prompt, the teacher may gesture to the child or model the desired response for him as a cue to what his response should be.

      If the child continues to be unresponsive, the teacher uses another level of prompting, physical prompts.

   c. Here the teacher physically guides or assists the child to do the desired response.

7. Prompting, then, is seen as another type of downward modification of the task. Knowing the level of prompt the child needs to be able to do the task provides further clues to the child's learning style.

8. The type of prompt required indicates the amount and kind of assistance needed by the child. This type of task modification, or restructuring, is most evident in the non-academic tasks.

9. There are two rules to use when applying systematic inquiry.

(WRITE THESE ON AN OVERHEAD TRANSPARENCY.)

a. Make as minor an alteration as possible.

The restructured task should be as similar to the original task as possible. This ensures that the original skill is still being assessed.

b. Make only one alteration in a task at a time.

This allows for the systematic elimination or error. When you make only one alteration at a time and the child can then learn a task because of that modification, you have definitely pinpointed a way to each him.

This rule is occasionally not held to because it is sometimes not possible to make only one alteration at a time. For example, occasionally when you make an alteration in the way you present the stimulus, or task, you automatically change the way the child is to respond.

10. There may be some tasks for which no modification is possible. You just have to teach that subtask. For example, when looking at the subtask "removes cap from the toothpaste tube," you can make several modifications such as making the cap a bright color, placing it close to child and so forth. But if the modifications don't work you may finally just have to teach him how to remove the cap from the toothpaste tube.

(WRITE THESE ON AN OVERHEAD TRANSPARENCY.)

11. We make inquiries in a specific order.

a. The first inquiry we usually make is to chagne the task so it calls for an alternative response.

For example instead of asking the child for a verbal response ("say it"), we ask for a motor response ("point to it").

b. If the child still can't do the task after we've asked him to respond in a different way, then we:

1) Develop a procedure for checking each subtask in the analysis of our task.

2) Administer the check list and find out which subtasks the child can't do.

3) Modify the subtasks he can't do.

We may modify the way we present the task, vary the level of prompt and so forth.

12. Most tasks are usually presented to the child through the auditory, visual or tactile channels or a combination of these.

13. Most responses the child is asked to make are either motor, such as writing; verbal; or gestural, such as pointing or nodding his head.

14. These two areas--the way tasks are presented to the child and the types of responses he is asked to make--are two elements we frequently change in systematic inquiry.

15. Do you have any questions about any of the material we just talked about?

(HAND OUT DEMONSTRATION SHEET I AND A SYSTEMATIC INQUIRY RECORDING SHEET TO EACH PARTICIPANT.)

16. Let's do a quick task analysis of this task.

(RECORD THE PARTICIPANTS' RESPONSES. A SUGGESTED TASK ANALYSIS MIGHT INCLUDE THE FOLLOWING SUBTASKS:

a. Attends to the teacher and task.

b. Demonstrates understanding of the key words in the directions.

c. Locates his own box.

d. Picks up each object from his box.

e. Matches his object with the objects in the teacher's boxes.

f. Selects the correct box and drops each object in it.)

17. Now let's apply the process of systematic inquiry. Following our rules, we would first change the task to allow for an alternative response. This is the most <u>minor</u> change we can make.

18. So we would present the same task to the child but simplify the motor response required. The <u>teacher</u> could first pick up each object from the child's box. Then she could ask the child to point to the box that has the matching object in it. It is important to notice that although we have not changed the mode of the response (both are motor) we have simplified the response required. Notice that if you are trying to see if the degree of motor response is the problem, you must involve the teacher by having <u>her</u> pick up the objects from the child's box.

19. Let's say the child still doesn't do well on the task even though I have provided for a simplified response. I then go to Rule Two. I first develop procedures for checking each subtask. Then I administer these checks to see what subtasks the child can and can't do. For the sake of demonstration, let's say we check the child out, and he can't do any of the subtasks.

(THE FOLLOWING ARE POSSIBLE WAY TO CHECK EACH SUBTASK IN DEMONSTRATION I. THE TASKS WILL VARY ACCORDING TO HOW THE GROUP TASK ANALYSES THE WORKSHEET.

THE "SYSTEMATIC INQUIRIES," "CHECKS," AND "TASK ANALYSIS" OF DEMONSTRATION I ARE LISTED ON THE PAGE ENTITLED SYSTEMATIC INQUIRIES - TASK ANALYSES, CHECKS AND SYSTEMATIC INQUIRIES FOR DEMONSTRATION I.

IT IS SUGGESTED THAT THE FACILITATOR DO THE INITIAL DEMONSTRATION WITHOUT INPUT FROM THE GROUP. EMPHASIZE THE SEQUENCE OF THE PROCEDURE. AVOID RAPID LISTING IN A MATTER-OF-FACT FASHION. ASSUME THE ROLE OF A DELIBERATE QUESTIONER AND "DIALOGUE" WITH YOURSELF, EMPHASIZING THE RULES AND ORDER OF SYSTEMATIC INQUIRY. USE CONCRETE OBJECTS TO DEMONSTRATE HOW YOU WOULD CHECK AND MODIFY EACH SUBTASK.)

20. The first subtask concerns attending to the task and/or teacher.

(THIS SUBTASK SHOULD ALREADY BE RECORDED ON THE TRANSPARENCY UNDER "TASK ANALYSIS." IF NOT, DO SO. DO THIS WITH ALL THE FOLLOWING SUBTASKS ALSO.)

To develop a check, or test, for this subtask you first must define what attending is using observable words. Set a time limit as part of your definition. Is it five seconds of eye contact with the teacher and table? Two minutes? Then observe to see if the child is attending according to your definition.

(RECORD THIS ON THE TRANSPARENCY UNDER "CHECK." DO THIS WITH ALL THE FOLLOWING CHECKS.)

21. If he isn't attending, the following systematic inquires might be made:

    a. Use cue words.
    b. Use clicker.
    c. Decrease the amount of work you give him.
    d. Set up a system where you reward him each time he attends.

(RECORD THESE ON THE TRANSPARENCY UNDER "SYSTEMATIC INQUIRIES." DO THIS WITH ALL THE FOLLOWING SYSTEMATIC INQUIRIES.)

Any other suggestions?

22. The second subtask concerns demonatrating an understanding of the key words in the directions. There are several key words in these directions such as "put," "matches," "your," "other," "object."

23. You need to test the child's knowledge of each. For example, when testing to see if he knows the word "put," give him one item and say, "Put it here." If he can do that, you can be fairly sure he knows the word. For the words "your" and "other" you could say, "Where is <u>your</u> box?" and "Where is the <u>other</u> box?"

24. Some systematic inquiries are:

    a. Change the word "matches" to "looks the same" or "alike".
    b. Instead of using the word "object" you could substitute the object name: peg, penny, etc.

25. Locates his own box is the next subtask. A way to check to see if the child can do this is to observe where the child looks as soon as the directions have been given. This is checking to see if he knows where to begin the task. Or you might give the child another verbal cue by saying, "Find your box."

26. If the child still fails the task we can modify it by:

    a. Modeling the task.
    b. Using physical prompt, i.e., directing his hand to the box.

27. Picks up the object is the fourth subtask. A way to check to see if the child can do this is to clear the table of everything except a penny in a box. Then say, "Give me the penny." We can then find out if he can pick up an object out of a container.

28. If the child can't do the task, we can modify it by:

    a. Eliminating the container and putting his objects on the desk so the child could easily move his objects to matching objects the teacher has.

    b. Using a gestural prompt such as pointing to the object and seeing if the child would then point to the matching object on his own.

    c. Using a physical prompt such as guiding the child's hand and helping him pick up the object.

    d. Simplifying the motor response. The teacher could pick up the object and ask the child to point to the box that holds the matching object.

(SOME PARTICIPANTS MAY SUGGEST "d." HOWEVER, YOU SHOULD NOT ACCEPT IT AS A MODIFICATION SPECIFICALLY FOR THIS SUBTASK FOR IT IS THE FIRST SYSTEMATIC INQUIRY THEY SHOULD HAVE TRIED WHEN PROVIDING FOR AN ALTERNATIVE RESPONSE.)

29. The next task is to match the two objects. A way to check this is to:

    a. Show the child two matching objects, i.e., two balls and ask him "Are these two objects alike?" Are they the same?"

b. Show the child two different objects, i.e., ball and a block and ask the same question to insure the first answer was not a guess.

c. Repeat "a " with different matching objects.

30. If the child can't do this subtask, you can make these modifications:

a. Make the items to be matched less similar (penny and poker chip may be confusing because they are both round).

b. Model the task.

c. Use a physical prompt, such as guiding the child's hand to the correct box.

31. Selects the correct box and drops the object into it is the last subtask. This task can be checked by having the child drop any object into any box. Here we are not concerned with the correct response but that he can release an object from his hand.

32. You could modify by using a physical prompt. For example, after the child had located the correct box, the teacher would help him release his grasp on the object.

Any other suggestions?

33. When working with the severely and multiply handicapped child, a lot of time may be spent teaching non-academic tasks. This will include a variety of motor, self-help and socialization skills. When teaching these skills you will find that when restructuring or modifying a task you must rely heavily on:

a. Simplifying responses.
b. Modifying the presentation of the stimulus.
c. Adding various levels of prompting.

34. For example in the Task Analysis module we looked at analyzing taking off a t-shirt. Because of the nature of the task we cannot:

a. Provide an alternative response.
b. Provide fewer choices.
c. Make the task any more concrete.
d. Change the directions.

35. With this type of task, some suggested systematic inquiries are:

a. Simplifying the task by providing a larger size t-shirt to make the response of taking off the shirt easier. You would gradually provide the correct size.

b. Using a verbal prompt, such as "Johnny, take off your shirt."

c. Using a gestural prompt, such as pointing to and picking up the hem of his shirt to get him started.

d. Using a physical prompt, such as guiding the child's hand and helping him pick up the hem of his shirt and guiding it up to his nipples.

36. Any questions or comments?

(DO A SECOND DEMONSTRATION. DURING THIS ONE, THE GROUP SHOULD PROVIDE MOST OF THE INPUT.

BE DIRECTIVE, IF NECESSARY, REMINDING THE GROUP OF RULES AND ORDER OF INQUIRY. FOR EXAMPLE, IF A SUGGESTED INQUIRY REPRESENTS A MAJOR ALTERATION, ASK "IS THAT CLOSE ENOUGH TO THE ORIGINAL TASK? HOW COULD YOU RESTRUCTURE THE TASK SO THE CONCEPT OF THE SKILL BEING ASSESSED REMAINS UNALTERED?" IF THE SUGGESTED INQUIRY CONSIDERS NUMEROUS COMPONENTS OF THE TASK ASK, "COULD WE BREAK THAT DOWN EVEN FINER SO WE ARE MAKING ONLY ONE ALTERATION?" USE CONCRETE OBJECTS TO DEMONSTRATE THE CHECKS AND MODIFICATIONS.)

(THE "SYSTEMATIC INQUIRIES," "CHECKS," AND "TASK ANALYSIS" OF THE DEMONSTRATION II ARE LISTED ON THE PAGE SYSTEMATIC INQUIRIES - TASK ANALYSIS, CHECKS AND SYSTEMATIC INQUIRIES FOR DEMONSTRATION II. THE FOLLOWING ARE POSSIBLE WAYS TO CHECK AND MODIFY EACH SUBTASK OF THE DEMONSTRATION II. THE TASKS WILL VARY ACCORDING TO HOW THE GROUP TASK ANALYZES THE TEST.)

(HAND OUT THE DEMONSTRATION II WORKSHEET AND RECORDING SHEETS TO THE PARTICIPANTS. PUT A TRANSPARENCY OF THE RECORDING SHEET ON THE OVERHEAD.)

37. Let's do a task analysis of this objective which is a motor task.

(RECORD PARTICIPANT'S RESPONSES IN THE "TASK ANALYSIS" COLUMN. A SUGGESTED TASK ANALYSIS MIGHT INCLUDE THE FOLLOWING SUBTASKS:

a. Attends to teach and task.
b. Demonstrates understanding of the key words in the directions.
c. Locates rings.
d. Locates ringstand.
e. Grasps the ring.
f. Places the hole of the ring over the top and center of the ringstand.
g. Drops the ring down the pole of the ringstand.)

38. Following the first rule of systematic inquiry, which is providing for an alternative response, what is an alternative response for this?

(A SUGGESTED ANSWER IS THAT THE RESPONSE CANNOT BE CHANGED.)

39. Attends to the teacher/task is the first task. What would be a check for this?

(IF THE PARTICIPANTS DON'T RESPOND APPROPRIATELY, THE FACILITATOR SHOULD SUGGEST THE FOLLOWING: DEFINE WHAT ATTENDING IS USING OBSERVABLE WORDS. SET A TIME LIMIT AS PART OF YOUR DEFINITION. IS IT FIVE SECONDS OF EYE CONTACT WITH THE TEACHER? TWO MINUTES? THEN OBSERVE TO SEE IF THE CHILD IS ATTENDING ACCORDING TO YOUR DEFINITION.)

40. How could we modify it?

(IF THE PARTICIPANTS DON'T RESPOND APPROPRIATELY, SUGGEST THE FOLLOWING SYSTEMATIC INQUIRIES:

a. Use cue words.

b. Use clicker.

c. Decrease the amount of work you give him.

d. Set up a system where you reward him each time he attends.)

41. Demonstrates an understanding of the key words in the directions is the second subtask. What are the key words and how can we test to see if the child knows them?

(IF THE PARTICIPANTS DON'T RESPOND APPROPRIATELY, SUGGEST THE FOLLOWING: ASK THE CHILD TO PUT HIS HAND ON THE RING.)

42. How could I modify that subtask?

(IF PARTICIPANTS DON'T RESPOND APPROPRIATELY, SUGGEST THE FOLLOWING INQUIRIES:

a. Change the words used in the directions.

b. Teach him the concept "on".)

43. Locates items (ring and ringstand) is the third and fourth task. What would be a check for this?

(SUGGESTED CHECK: ASK HIM TO POINT TO EACH ITEM.)

44. How can I modify that?

(IF THE PARTICIPANTS DON'T RESPOND APPROPRIATELY, SUGGEST THE FOLLOWING:

a. Model the task.

b. Use a physical prompt such as guiding his hand to touch each object.)

45. Grasps the ring is the fifth subtask. What is a check?

(SUGGESTED CHECK: ASK THE CHILD TO PICK UP THE RING.)

46. How could I modify that?

(SUGGESTED SYSTEMATIC INQUIRIES:

a. Model the task.
b. Use a physical prompt such as guiding his hand to pick up each object.
c. Use a gestural prompt such as pointing to the ring.)

47. Place the hole of the ring over the top and center of the ringstand is another task. What is a check for this item?

(SUGGESTED ANSWER: GIVE THE CHILD THE RING AND ASK HIM TO PUT IT ON THE RINGSTAND. OBSERVE HIS RESPONSE.)

48. How would I modify that subtask?

(SUGGESTED SYSTEMATIC INQUIRIES:

a. Model that specific portion of the task.
b. Use a physical prompt to assist him with the task.
c. Provide a ring with a larger hole.
d. Steady the base of the ringstand for the child.)

49. Drops or releases the ring down the pole is the last subtask. What is a check?

(SUGGESTED CHECK: PUT THE RING IN THE CHILD'S HAND, PUT IT OVER THE POLE, RELEASE YOUR HAND, AND SAY TO THE CHILD, "DROP THE RING.")

50. How would I modify that?

(SUGGESTED SYSTEMATIC INQUIRIES:

a. Model the task.
b. Physical prompt such as pulling the child's hands apart so he can release the object.)

51. Does anyone have any questions or discussion about systematic inquiry?

52. We're now going to apply the process to pre-academic tasks. When we do, we're going to do a systematic inquiry for every subtask for practice. When you're using this technique in "real life," you would use it only for those subtasks a child couldn't do. So, although you would check out the child on all subtasks, you might be modifying only one or two subtasks per task.

(HAND OUT ACTIVITY SHEET 3a.)

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Activity Sheet 3a

1. Find Task Analysis Worksheets 9, 10, and 11 and Recording Sheets 9a, 10a, and 11a.

2. Select a method for checking each subtask and write it in the "Check" column.

3. Select at least two systematic inquiries for each subtask and write them in the "Systematic Inquiries" column. Be sure they are modifications of the subtask and not checks.

4. Compare your inquiries with those chosen by previous participants.

5. Select your inquiries, those chosen by previous participants, or a combination of both, as your final set of inquiries.

53. Be sure to compare your systematic inquiries with those of previous participants after each worksheet. Try to write your statements in observable terms.

(AFTER THE PARTICIPANTS HAVE FINISHED ACTIVITY 3a, ASK THEM TO RETURN TO THE LARGE GROUP FOR DISCUSSION.)

54. Systematic inquiry is a method of gathering information on how a child learns. We can use this information to plan a prescriptive program for the child. When we do systematic inquiry, we also gather data on what motivates the child and what his preferences for reinforcement are. This information is also very useful to us in planning our prescriptive program.

55. When you do systematic inquiry on a task, you may find that the modifications you make that were successful with the child are applicable to the child's functioning in many areas. For example, let's say you had completed the process of systematic inquiry on an object discrimination task such as pointing to the picture apple when you say the word apple. You found the child needed "concrete" clues, such as working with real objects first. You will probably find the child needs the same kind of modification in order to discriminate shapes (circle, square, and triangle) and sizes (big and little).

56. So, after doing systematic inquiry on several tasks, we may be able to see a pattern in the child's learning style. When we're planning the prescriptive program, we will want to take the child's learning pattern into account.

57. A question, however, that we will need to ask ourselves when we're planning the prescriptive program is, "Is the modification that we

need to make in order for the child to learn a skill one that can be used in a regular teaching situation?" "Or, is it one that will cause him to be removed from the regular teaching situation?" If it is the latter, we may want to re-examine the modification and see if we can't develop a minor modification that will let the child learn in a more conventional manner.

(PUT THE FOLLOWING TRANSPARENCY ON THE OVERHEAD.

| REASONS FOR | PROBLEMS | WAYS TO SOLVE |
|---|---|---|

RECORD THE PARTICIPANTS' RESPONSES.)

58. What do you think are some reasons why systematic inquiry should be used?

59. What are some problems you can foresee?

60. What are some possible solutions to these problems?

(THE MOST FREQUENTLY MENTIONED PROBLEM IS THE TIME IT TAKES TO DO SYSTEMATIC INQUIRY. IF THE FOLLOWING ARE NOT MENTIONED BY THE PARTICIPANTS, THE FACILITATOR SHOULD MENTION THEM.

a. You only apply the process of systematic inquiry to those subtasks a child can't do. That may be only one or two per task.

b. You can develop a list of modifications for subtasks that occur frequently in your task analyses. For example, attending is a subtask that almost always appears in a task analysis. You could list several modifications on a 3 x 5 card and save that for future times you're applying systematic inquiries.

c. Share your systematic inquiries. Develop a central file where everyone can put the ones they did. Then, you could check there before doing one yourself.

d. It does become easier and quicker the more you do it.)

DEMONSTRATIONS

(Use in Systematic
Inquiries Demonstration I
Activity 3)

## Systematic Inquiry: Demonstration I

Three containers are placed in front of the child. The first container holds a poker chip, the second holds a penny and the third holds a peg. The child is given his own container holding one poker chip, one penny and one peg. The teacher then says to the child, "Johnny, put each object from your box with the object it matches in the other boxes."

(Use in Systematic Inquiry Demonstration I Activity 3)

## Systematic Inquiry - Task Analysis, Checks and Systematic Inquiries for Demonstration I

Alternative Response: Teacher picks up the object from the child's box and asks the child to point to the box that has the matching object in it.

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| Attends to teacher/task. | The child will have eye contact with the teacher for _____ seconds. | a. Cue words.<br>b. Clicker.<br>c. Decrease amount of work you give.<br>d. Set up reward for each time he attends. |
| Demonstrates understanding of language of directions. | Check out understanding of "put," "your," "other," "matches." | a. Change key words, change matches to "same, looks alike".<br>b. Instead of using the word "object" you could substitute object name like peg, penny. |
| Locates his own box. | a. Observe where the child looks after directions have been given.<br>b. Say to the child "Find <u>your</u> box." | a. Use a clicker.<br>b. Model the task.<br>c. Physical prompt. |
| Picks up each object from the box. | Clear the table of all but a penny in the box and say, "Give me the penny." | a. Simplify the motor response.<br>b. Gestural prompt.<br>c. Physical prompt. |
| Pairs the visual stimuli of his object with the same visual stimuli of the response objects. | Show the child two matching objects; ask if they are the same. Show the child two different objects and ask if they are the same. | a. Provide fewer choices.<br>b. Make items to be matched more highly dissimilar.<br>c. Modify the way you present the stimulus.<br>d. Model the task.<br>e. Physical prompt. |
| Drops the object in the box. | Ask the child to drop any object in a box. | a. Physical prompt. |

(Use in Systematic Inquiry Demonstration, Activity 3)

Alternative Response:

| Task Analysis | Check | Systematic Inquiries |
| --- | --- | --- |
| | | |

Name of Worksheet: _____



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(Use in Systematic Inquiry Demonstration II, Activity 3)

## Systematic Inquiry: Demonstration II

The child will put four rings on a ringstand, independently, by January 10, 1977, with 100% accuracy.

Sally is sitting on the floor with the teacher. In front of her is a wooden ringstand and four rings. The teacher says, "Sally, put the rings on the peg."

(Use in Systematic Inquiry Demonstration II, Activity 3)

## Systematic Inquiry - Task Analysis, Checks, and Systematic Inquiries for Demonstration II

Alternative Response: The child's response cannot be changed.

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| Attends to teacher and task. | The child will have eye contact with the teacher for _____ seconds. | a. Use cue words.<br>b. Use clicker.<br>c. Decrease the amount of work given.<br>d. Set up a reward for each time he attends. |
| Demonstrates understanding of language of the directions. | Check out understanding of "on". | a. Change the words used in the directions.<br>b. Teach the concept "on". |
| Locates rings.<br>Locates ringstand. | Ask the child to point to each item. | a. Model the task.<br>b. Physical prompt. |
| Grasps the ring. | Ask the child to pick up the ring. | a. Model the task.<br>b. Gestural prompt.<br>c. Physical prompt.<br>d. Provide only one ring: reduce choices. |
| Places the hole of the ring over the top and center of the ringstand. | Give the child the ring and ask him to put it on the ringstand. Observe his response. | a. Model the task.<br>b. Physical prompt.<br>c. Provide a ring with a larger hole.<br>d. Steady the base of the ringstand for the child. |
| Drops ring down the pole of the ringstand. | Put the ring in the child's hand, guide it over the pole, release your hand and say to the child, "Drop the ring." | a. Model the task.<br>b. Gestural prompt.<br>c. Physical prompt. |

(Use in Systematic Inquiry Demonstration, Activity 3)

Alternative Response:

| Task Analysis | Check | Systematic Inquiries |
| --- | --- | --- |
| | | |

Name of Worksheet: _____

ACTIVITY SHEETS

## Systematic Inquiry

Activity Sheet 3a

1. Find Task Analysis Worksheets 9, 10, and 11 and Recording Sheets 9a, 10a and 11a.

2. Select a method for checking each subtask and write it in the "Check" column.

3. Select at least two systematic inquiries for each subtask and write them in the "Systematic Inquiries" column. Be sure they are modifications of the subtask and not checks.

4. Compare your inquiries with those chosen by previous participants.

5. Select your inquiries, those chosen by previous participants, or a combination of both, as your final set of inquiries.

PREVIOUS PARTICIPANT SHEETS

The following are possible "Checks" and "Systematic Inquiries" for Worksheets 9, 10 and 11 that are desscribed in the task analysis module. Examples like these will need to be prepared for the worksheets the participants are to use in Activity 3a.



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(Use in Activity 3a)

Systematic Inquiry: Task Analysis, Checks & Systematic Inquiries by Previous Participants of Worksheet 9

Alternative Response: Ask child to give the answers orally.

| Task Analysis | Check | Systematic Inquiries |
|---|---|---|
| 1. Attends to teacher/ task. | Observe child to see if he has contact with the cards for _____ minutes. | a. Use clicker.<br>b. Use cue word. |
| 2. Demonstrates an understanding of key words in directions. | Ask child to point to his "shoe," "hand," etc. | a. Change key word: "point" to "show" or "pick".<br>b. Model the task. |
| 3. Matches the verbal stimulus of the word with the verbal stimulus of the picture. | Ask the child to identify, through pointing, two pictures that you are sure he knows, i.e., dog and boy. | a. Provide fewer choices.<br>b. Provide more dissimilar pictures, ball and orange may be confusing.<br>c. Make task concrete, which one do we drink out of. |

(Use in Activity 3a)

Systematic Inquiry: Task Analysis, Checks & Systematic Inquiries by Previous Participants of Worksheet 10

Alternative Response: If the child were incapable of putting something in a container you could teach the concept by the teacher putting things in and out and asking the child to point when the object is in the box.

| Task Analysis | Check | Systematic Inquiry |
|---|---|---|
| 1. Attend to teacher/ task. | Observe to see if child has eye contact with the workbook page for ____minutes. | a. Use cue word.<br>b. Use clicker. |
| 2. Demonstrates understanding of key word in. | Give the child a penny, ask him to put it in your hand. | a. Model the task.<br>b. Physical prompt. |
| 3. Matches stimulus of word with object. | Ask child to show you his shoe, finger, etc. | a. Provide fewer choices.<br>b. Provide highly dissimilar objects. |
| 4. Locates ball. | Ask the child "Where is the ball?" | a. Model the task.<br>b. Physical prompt. |
| 5. Locates box. | Ask the child "Where is the box?" | a. Model the task.<br>b. Physical prompt. |
| 6. Grasps the object. | Ask the child "Pick up the sock." | a. Provide objects that are more easily handled.<br>b. Physical prompt. |
| 7. Finds area of box into which to release the ball. | Give the child an object, guide his hand a little toward the box. Observe to see if he can put it over the opening of the box so it will drop in. | a. Provide a box with a larger opening.<br>b. Physical prompt. |
| 8. Pulls hands apart to release ball. | Put the object in the child's hands, guide it over to the opening of the box. Observe to see if the child will release it when you say "Let go." | a. Physical prompt. |

(Use in Activity 3a)

Systematic Inquiry: Task Analysis, Checks and Systematic Inquiries by Previous Participants of Worksheet 11

Alternative Response:

| Task Analysis | Check | Systematic Inquiry |
|---|---|---|
| 1. Attends to teacher/ task. | Observe to see if child has eye contact with the teacher for _____minutes. | a. Use cue words.<br>b. Use clicker. |
| 2. Demonstrates understanding that "do what I do" involves imitation. | Remove all stimuli and then say, "Johnny, do what I do." Then touch your head and observe his response. | a. Teach him to imitate through physical prompts. |
| 3. Matches sound of the object to the concrete object. (bell, rattle, squeeze toy) | Check to see that the child knows the sound each object makes before you shield them from him. | a. Provide fewer choices.<br>b. Model the task.<br>c. Physical prompt.<br>d. Let the child have tactile experience with the objects while producing the sound. |
| 4. Picks up the object. | Say to the child, "Pick up the bell." | a. Model the task.<br>b. Physical prompt. |
| 5. Shakes and squeezes objects. | Ask the child to shake the bell or to squeeze the rattle. | a. Model the task.<br>b. Physical prompt. |

ARTICLES

# Psychoeducational Evaluation of the Preschool Child

## A Manual Utilizing the Haeussermann Approach

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# Introduction

This manual is designed to be used as a guide in evaluating the educational potential of preschool children by teachers, psychologists, nurses, and others who work with young children in or around the educational situation. It is a supplement to the text by Else Haeussermann *(Developmental Potential of Preschool Children.* New York, Grune & Stratton, Inc., 1958), and no attempt has been made to duplicate the invaluable material found in the original text. The intention here has been to simplify the material for expeditious administration, and to expand the material so it would apply equally well to children without physical handicaps. It will be helpful to consult the Haeussermann text for enriched appreciation of the child's responses. When evaluating handicapped children—those with marked physical, motor, intellectual or emotional deviations—the use of the text is essential. To facilitate complementary use of the Haeussermann text, items in this manual show references to it; where no such cross-reference is indicated, the item did not appear in the original text, and it is now presented for the first time.





It is the intent of this manual to provide to child development workers, especially teachers of preschool children, a readily available easily mastered systematic method for determining the psychoeducational standing of each child in a preschool program. With this kind of psychoeducational assessment at hand, the teacher-evaluator can set her immediate training goals and develop the appropriate curriculum for the individual child. Furthermore, by design, some main test items are followed by a graded series of teaching probes to provide for a fine adjustment of the teaching level. In fact, the teacher is teaching the child with a classroom sample of educational material as she evaluates him. By assessing his response to these teaching probes she identifies his current educational competence and the style in which to approach him most effectively.

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## Nature and Purpose of an Educational Evaluation

The educational evaluation is a structured testing and educational procedure designed to assess the child's present functions and level of achievement in a variety of areas. It provides an opportunity to watch the child learn under standardized conditions and to explore his capacity to master new learning. It seeks to discover the obstacles which may be present in the form of specific deficits. Subtle impairments which are not easily discernible may warrant further investigation by a specialist. The evaluation provides a curriculum guide for the teacher; the educational profile of the

child is a basis for planning the educational program, based on the systematic and detailed information revealed about the child. By providing an individualized diagnostic teaching program early in the child's educational career, it may be possible to avoid establishing or compounding habits which handicap his learning. The child may be trained to circumvent specific disabilities and, in some cases, to improve his functioning in areas in which he has deficits.

This is an educational evaluation, not a standardized test. It supplements the information gained by means of standardized tests. The focus here is on careful observation and response, rather than score; functional analysis and achievement capacity, rather than failure. Unlike most standardized tests, the exercises in this manual probe the child's competence in the area being investigated. The emphasis is on a simultaneous, systematic observation of the child's total behavior while responding, without limiting attention to the correctness or incorrectness of responses. The interest here is in exploring how the child has arrived at a solution and whether he has had to detour impaired areas of functioning in order to respond successfully, and not in determining how his performance score compares to that of other children.

The educational evaluation provides no norms. Standardized tests are available when it is necessary, for some special reason, to measure the child against the performance of the majority of children his age. In the educational situation, norms are easily misinterpreted and may be put to ill use. In many cases, norms become a guide to labeling children, classifying them for "homogeneous grouping," and thus limiting the instruction available to them. This evaluation is to be used solely to provide a basis for individualized diagnostic and prescriptive teaching.

The educator or observer, in addition to noting whether the child responds appropriately (or correctly) to each task set before him, simultaneously observes the way in which the child organizes his resources to meet the requirements of the situation. During the course of the interview the evaluator accumulates a picture of the child's style of behavior; she will observe general behaviors and skills which serve either to facilitate or impede learning. The child may be cooperative, agreeable, persistent, with a long attention span; he may be patient, responsive, confident; all of these general behaviors tend to facilitate learning. He may be restless, inattentive, impulsive, easily distracted; these general behaviors tend to handicap learning. The pattern of these behaviors may be observed in the child's approach to every situation.

It must be kept in mind that an educational evaluation, or even a standardized test, reveals little that an observant and experienced teacher does not eventually find out for herself in daily contact with the child. The structured evaluation makes it possible to assess the child more quickly and thoroughly in order to expedite educational planning, or to probe those areas which the teacher, even after extended classroom observation, still finds puzzling.

### Area of Functioning and Test Items

Specific learning skills in five areas of functioning are investigated by the 41 test Items. For effective learning, the child must acquire skills in the areas of (1) physical functioning and sensory status, (2) perceptual functioning, (3) competence in learning for short-term retention, (4) language competence, and (5) cognitive functioning. The teacher may investigate the child's competence in each of these areas through the test Items which tap specific skills.

Within each functional area, designated as a *Section*, the Main Items are generally arranged in a sequence of increasing intellectual demand, culminating in a preschool level of mastery. Thus, it is expected that the child entering school will be able to deal successfully with the most difficult Items

in this manual. The introduction to each section describes the area and skills being investigated in that section.

They are presented so that the examiner may know what to look for, and so that he may anticipate how their presence or absence will affect the child's performance in and out of school. The performance on all Items forms the basis for an individualized diagnosis and teaching plan for the child in the preschool program. Should puzzling questions about appropriate class or school placement persist, it may be necessary to consult a psychiatrist, neurologist, ophthalmologist, audiologist, or other specialist for further evaluation. Pending the outcome of such consultation, it is reassuring that the conscientious teacher, by using this evaluation, may have a basis for a teaching plan which can, in the interim, improve the level of the child's functioning and alter his learning skills. It is not necessary to defer teaching the child pending the outcome of the consultation; individualized diagnostic teaching is an essential part of the child's treatment, and the teacher's continued observations are invaluable in assisting the consultant in making his diagnosis.

It is possible, with the systematic sampling of skills provided by the range of Items, to sample intact skills, and also to explore the nature and extent of impairment when it is present.

Consistencies and inconsistencies across the range of tasks should be clear from the profile of the child's functioning. For example, the child may handle color only at the concrete level, while he can deal with shapes at the verbal level. Individual differences are thus clearly revealed with this instrument.



### Main Items

The Main Items in each section are in ascending order of difficulty, culminating in mastery of that functional area at the level appropriate for entrance to first grade. The sequence of items is designed to parallel growth demands made on the child during his preschool years, in those skills which he will need at school. Within each section it is recommended that the Items be presented to older children in descending order and that the youngest children be given the Items in ascending order. This serial ordering also enables the evaluator to use the successive Items as measures of the child's progress after a period of training when he is reevaluated by these tests. The examiner has the option of exploring all areas of the child's functioning (administering all Main Items in all sections), or investigating only those areas that are puzzling to him (administering Main Items in selected sections). In either case, the educational diagnosis deriving from the child's performance should at the same time serve as an individualized curriculum guide or teaching plan for that child.

Titles of the Items clearly refer to the skills tapped by each item. An attempt has been made to isolate functions completely. For example, Main Item 2 investigates visual acuity, requiring the child to select from the table in front of him a toy which matches a picture ten feet away, in order to determine whether the child sees adequately. It is clear that in order to select the appropriate toy, the child must not only see the picture, but he must also understand the verbal instructions, and he must be capable of accepting a picture as a symbolic representation of a concrete toy. He must also be attentive and cooperative. If the child does not select the appropriate toy, the sensitivity and skill of the examiner will be required to determine whether indeed the child has a visual problem, or whether some other factor intrudes. The test is at best only a neutral tool; the evaluator or examiner must use it to best advantage.

As the child performs successfully on the first Main Item in the section being administered, the examiner then presents each of the succeeding Items in order. When the child is not able to meet the demands of the task to demonstrate the skill tapped by that Item, Probes are provided.

Probes

Probes, administered when the child has difficulty performing the Main Item, permit both lateral and downward modification of the requirements of the Main Item. The Probes investigate the amount and kind of assistance the child needs in order to perform, and they explore the effect of training on his learning the skill investigated. We are not satisfied to say, "The child does not know colors." The good teacher is cautious about saying the child knows "nothing." She analyzes his performance very carefully to discover his present level, which is rarely nothing.

For example, if the child cannot name colors, he may be asked to select blocks of different colors as the examiner names the colors. If he cannot do this, the task may be simplified by presenting a limited choice (only three instead of six) of widely disparate colors (for greater contrast). If he can do this, he may be presented with the six once more, to explore whether he benefited immediately from this very brief bit of training. If he could not select the three, the task may be further simplified by having him match the three blocks with three similarly colored blocks (thus eliminating the need for knowing color names). If this fails, the task may be made even more concrete and more meaningful for the child by providing colored doll's socks to be matched instead of the blocks. This description differs from the actual test Item (Main Item 7) in order to present a concrete portrayal of the rationale for the Probes. The teacher will, from the point at which the child performs successfully, train him by moving through the levels suggested by the Probes. In some cases, the Probes clearly indicate what approach or assistance the child needs in order to achieve. Modifications generally move from abstract to concrete demands; frequently the number of choices available to the child is reduced; often he is offered additional cues for learning, such as tactile and kinesthetic stimuli; and on occasion verbal requests are eliminated.



Who May Be Evaluated

This evaluation is intended to be used with any child who is functioning at a preschool level, and for whom an educational plan is being formulated, be it a preschool program or the possibility of admission to the first grade. It will be particularly helpful for use with children who are difficult to test with standard tests. Such children present a variety of problems: Some children have difficulty relating to the examiner. Some relate to the examiner, but have motor handicaps or speech difficulties. Some children, because of immaturity, retardation, or a deprived or foreign-speaking background, have difficulty in understanding the instructions and in formulating adequate responses. For specific instructions on how to evaluate children with these handicaps, for the fearful, shy child, or for the nonspeaking child, the Haeussermann text is replete with suggestions.

When to Administer the Evaluation

Time of administration will vary with the circumstances. The evaluation may be administered all in one session or it may be spread out over several meetings. If the child's teacher uses it, she may gain most of the information in the classroom during the course of normal instruction, and probe only the puzzling areas in an individual "structured" interview.

One note of caution is in order: An interview should be arranged for the time of day when the child is usually most alert; it is important to avoid scheduling the evaluation at the child's usual nap time.

Preparation for Testing

Thoughtful preparation of the room and the materials will facilitate smooth and rapid conduct of the interview. The child's developmental data and history should be available,

either from interviews with the parent or from a clinical study. The examiner should see these records before seeing the child, even though the focus of the evaluation is on what the child does now. Not only will this help the evaluator to understand the child, but it will help prepare the evaluator for counseling the parent in specific areas of child management which are indicated by the evaluation. The educator and parent can then work together to plan for conjoint training of the child.

The test area, during the specially scheduled session, should be as free as possible of distractions. The table should be completely free of materials, except those being used at the moment in any test item. Materials to be used in testing should be readily accessible, and at arm's length, but out of the child's reach and in such a spot that he will not look at them or reach for them. In most cases, it will be easier to administer the items if the examiner sits at the table directly opposite the child. The child should not face a window directly, since that may be a source of distraction as well as glare. If the child has physical handicaps, has difficulty with balance in sitting, or is so active that he requires restrictions for testing, helpful suggestions will be found in the Haeussermann text (pp. 41-42). Some children are most at ease on the floor; if the examiner is sufficiently agile to be able to present the test items on the floor, this should be done.

Sample forms on which the examiner may record the evaluation and observations are found in Appendix I. It is important to use the manual and the recording form as unobtrusively as possible, in order to avoid distracting the child. After some experience with the items and materials, it will be possible for the examiner to record her observations directly after the interview, instead of doing so while the child is present. A + should be noted next to each item successfully performed, a — to indicate an inability to perform the test and a need to probe further. Additional observations of the child's behavior during testing should be noted in the column at the right for later study and analysis when the report is summarized. Space is also provided for noting suggested teaching plans that the evaluator feels would be successful for individualized instruction.

### Beginning the Interview

Every moment of contact with the child is important. If this is the first time the examiner has met the child, the very first observations of the child's behavior are invaluable. The evaluator will observe whether the child is ready to accompany her alone or whether the mother must come along. If the child holds back, clings to the mother, or looks very worried, the examiner may casually invite the mother as well as the child into the room, indicating where the mother is to sit. The mother should be seated behind and to the side of the child. If the mother's presence can be dispensed with, the examiner may dismiss the mother quietly, telling her, *We will see you when we are finished.*

"A nonverbal but friendly management of the child for the first few minutes of the interview seems to be more reassuring for many children than verbal communication. It absolves the child from an obligation to speak, which is especially important if he is shy, immature or has poor speech. This kind of nonverbal management is very different from a 'silent treatment,' which would only serve to bewilder the child. Rather it is a smiling, friendly, surehanded concern with the child's comfort and should give a feeling of mutual preparation for a pleasant visit. It should help to make the child feel that he and the examiner will be able to get along with each other. If a child is quite verbal and if he is responsive in conversation, the examiner will of course respond in kind." [Haeussermann, E.: *Developmental Potential of Preschool Children.* New York: Grune & Stratton, Inc., 1958, p. 71.]

"If, after a few moments, a child who apparently was ready to remain without his mother changes his mind and decides that he wants her after all, the examiner casually complies without giving the impression that this is unusual or a big concession. If, however, a child expresses a wish to see his mother halfway through the interview, it is best either to let him go to 'tell his mother how well he is doing,' or perhaps go with him to give this reassuring information and then lead him casually but firmly back to the room." [Haeussermann, E.: *Developmental Potential of Preschool Children*. New York: Grune & Stratton, Inc., 1958, p. 72.]

Before the child is taken to the room, a warm-up toy should be placed on the table or the floor—a musical top, a large ball, a doll, a picture book. The toy gives the child time to adapt to the room, to the situation, and to leaving the parent; it gives the examiner an opportunity to make further observations.

If the warm-up toy is a ball, the examiner may observe the child's coordination when he plays with it—whether he prefers one hand or uses both; whether he throws, rolls, kicks, pushes, or bounces the ball; whether he plays alone or engages the examiner or his mother in the play; how resourceful he is in retrieving it; and how long he remains interested in his play.

If a spinning top, a doll, or a picture book is used, the observations may follow similar lines—handedness, coordination, attention span, verbal communication, social interaction. A more detailed discussion will be found on pages 75 to 78 of the Haeussermann text.

### Administering the Test Items

Have the materials ready, in sequence and out of the child's view. It will help to keep the child interested if he does not have to sit at an empty table and wait idly before and between Items. Remove the materials from the table quickly after they have been used. The pace of administration must be adapted to the child; slow down or speed up the tempo to meet his needs and to elicit maximum cooperation, interest, and attention. Some children, otherwise inattentive, respond more readily when the examiner holds their arm lightly.

### Observations During the Interview

Look for intact learning skills. Judge whether the child could have succeeded on the Item by accident; from his performance determine what kind of support he needs. If he failed to meet the demands of the Item or Probe, determine whether it was because of distractibility or inability to comprehend.

Look at his total behavior to determine the effectiveness of his learning style. Learning style is a complex of behaviors among which are the following:

Ability to make decisions
Flexibility
Reflectiveness
Checking out one's answers
Control of impulsivity (of quick answers)
Response to concrete elements of situation (in contrast to abstract, e.g. literal responses, gives examples)
Ability to shift from one activity or thought to another (in contrast to rigidity)
Ability to be oriented to the task at hand
Knowledge of completion (and finishing at that point, instead of spoiling a completed product by continuing to work on it)
Motivation
Interest
Ability to sustain interest without interruption (a combination of distractibility, attention span, persistence with the task, restlessness, hyperactivity)
Satisfaction with success

Ability to accept assistance (in contrast to inability to do so when frustrated)

Spontaneous, organized approach to task and environment

Curiosity, exploration, questioning

Orderliness

Anxiety (manifested by hesitancy, erasures, excessive self-correction, inability to deal with task)

Sense of humor

Cooperation

Responsiveness

It is helpful to observe the child's level of competence in self-help functions while interviewing him or in the classroom. Thus it is possible to confirm by personal observation information given by the parent. The examiner may take the child to the lavatory at the end of the interview and observe his ability to toilet himself, to wash and dry his hands, to take a drink of water, to take a cookie, and to put on his jacket or coat when ready to leave. It is helpful to watch him walk up and down a short flight of stairs. Observe whether he places both feet on each tread, or alternates his steps; observe how he uses the rail.

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### After the Evaluation

It is the responsibility of the evaluation to ferret out the educational implications of the child's behavior for educational curriculum guidance, and also to communicate relevant findings to the child's parents, physician, or other personnel working with the child.

The effect of handicap on performance needs investigation in every case. Obstacles which the child demonstrates during the evaluation will give clues to obstacles he will present in an educational program. For example, the child who cannot adequately lower his eyes may not be able to button and unbutton his coat; he may not be able to read and write if the material is placed flat on the table, but will need the material placed at a slant. The child who cannot raise his eyes may not be able to see the blackboard. The child who holds the crayon in his palm (palmer grasp) rather than with his fingers (pincer grasp) will have difficulty buttoning and unbuttoning clothing, will not be able to tie shoelaces, will have poor control of a pencil or crayon, will show immaturity in his written work, will have difficulty turning a doorknob or a key, will have difficulty manipulating scissors, and may be clumsy when feeding himself.

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### Implications of the Evaluation

No age or grade norms are given. We feel strongly committed to the position that classification of a young child is often a deterrent to optimal development. Since the purpose of the manual is to assist the teacher who wants to promote each child's personal growth to maximal capacity, the authors have provided a systematic method for looking at the *way* a child is *functioning*, leaving the assignment of a scale score to those professionals who sometimes need to make such a judgment—the pediatrician and the psychologist. In many instances it is important for such professionals to judge the age-appropriateness of a child's behavior; it is the teacher's crucial and irreplaceable role to change the behavior of the child.

In spite of the large body of data correlating child behavior with social class and ethnic background, we feel it is more productive to look at the child's individual style and scope of responsiveness to guided demands than it is to regard him as a representative of a particular social class or ethnic group. Our attitude is an eternally optimistic one—a child can learn to think and reason and make choices; his background, be it deprived or favored, is of historical import only.

Although no age or grade norms are given, a developmental framework is suggested in several ways. First, the

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range of the 41 Items corresponds to psychoeducational expectations for children from three years to six years. These tests are not appropriate for the child below three years of age nor for the normal child above the age of six years. Secondly, the five main sections are presented in a broadly developmental sequence, roughly parallel to stages of psychoeducational growth.

Although classificatory labels for the variety of pathological conditions related to maldevelopment are not offered, each section indicates specific nonaccomplishments that are distress signals requiring appropriate professional consultation. Wherever possible, specific suggestions for curriculum design are offered. However, it is part of the philosophy of this approach to train the evaluator to look at and listen to the child for her best cues for program development, and to trust herself to try whatever she feels is suitable.

After ascertaining the child's pattern of functioning, the evaluator can better devise and locate the educational strategies that will prove most effective in teaching him. Much of the teaching plan and many of the strategies will be suggested very clearly by the Probes and the nature of the child's failures. The ingenious teacher will create many techniques that are effective for each child with his particular profile of skills and deficits.

o Main Item 18
DELAYED RECOGNITION OF LARGE SOLID FORMS
*(Haeussermann, item 11, p. 146.)*

MATERIALS:
Two sets of cards, with solid symbols of a circle, a square, and a triangle (supplied, see Main Item 8, Appendix III); cardboard shield.

PROCEDURE:
o Place one set of cards on the table. Permit time for leisurely inspection, making certain that the child looks at each card.
o Say, *Now we will play a new game. We will play hide and seek.* Shield the displayed cards from view with the cardboard. Hold up the reserved card with the circle, and say slowly, *Look at this one. Remember what it looks like.*
o Expose it for ten seconds counted from the moment the child focuses his eyes upon it. Remove the sample card, and remove the cardboard so that the original three cards are visible. Say, *Which one did I show?* If the child hesitates, say, *Which of these cards looks exactly like the one I showed you?*
o After the child has succeeded with the circle, ask in the same way for the triangle, and then for the square. No further trial is necessary if the child has succeeded with each symbol.

*Comment:*
If the child succeeds with the circle, but fails to select the square and the triangle accurately, giving either one of these two cards (but not the circle) when asked for the square, it may mean that he only compares the baseline of the symbols. This may be true even if he was able to succeed in direct matching (Item 8). When committing forms to memory, he may limit himself to noting the most striking difference between the forms, namely that between roundness and straightness or angularity.



Probe A
REDUCE THE CHOICES

MATERIALS:
Same as for Main Item.

PROCEDURE:
o Place the cards with the circle and the triangle on the table. Say to the child, *Take a good look so you can remember them.*
o Then shield the two cards and hold up the reserve card with the triangle for the child's inspection. Say, *Try hard to remember it.* Remove the card and the shield, and ask immediately which one is the same as the one you showed.
o If the child succeeds, ask for the circle next in the same way to exclude the possibility of an accidental success.
o Then remove the circle and, while the child watches, replace it on the table with the square, still exposing only two cards, the triangle and the square. After the child has regarded both cards for a while, say, *I bet you can remember them now.*
o Shield the cards from view. Hold up for the child's inspection the reserve card with the square, reminding him to take a good look so that he will know it again later. Remove the card and the shield, and immediately ask, *Which one looks like the one I just showed you?*
o If he succeeds, ask for the triangle in the same way.

*Comment:*
If the child now discriminates between the square and the triangle correctly, it seems clear that lack of experience accounted for his initial failure.

o Main Item 18 DELAYED RECOGNITION OF LARGE SOLID FORMS (cont.)

Probe B
MAKE THE TASK CONCRETE

MATERIALS:
Same as for Main Item.

PROCEDURE:
- If the child has still failed to differentiate reliably between the square and the triangle after the reduction of difficulty in Probe A, place the three cards on the table and invite the child to name them by asking, *What do they look like?* Suggest names, such as "ball" or "apple" for the circle, "box" or "window" for the square, "boat" or "funny clown's hat" for the triangle.
- Proceed with the task as described in the Main Item.

*Comment:*
If he is now successful, we may conclude that the child benefited from additional and/or more concrete presentation.

Probe C
USE TACTILE AND KINESTHETIC STIMULI

MATERIALS:
Same as for Main Item.

PROCEDURE:
- Let the child trace or help him trace the outline of each card with the index finger of his leading hand. Observe whether he looks at his hand and the form closely while doing so, or whether he looks away or closes his eyes.
- When he indicates that he is ready, offer a new trial, using only the cards with the square and the triangle. After holding up the sample card for his inspection, remove it and immediately expose the cards on the table. Give a new trial using the three cards.

*Comment:*
Attempt to observe which sensory modality seemed most useful in helping the child recall the forms: tracing of the outline with his hand in the air, on the table, or even on the card itself; repeating to himself the verbal designation of the card in question (the concrete name, ball or apple, or the abstract label, circle); or concentrating by closing his eyes while his finger experiments with remembered motor experiences of outlines. Make note of your observations for later use in teaching the child.

If, after this additional opportunity to learn, the child has still failed, the question of his developmental readiness in this area should be considered.

Main Item 26 RECOGNITION OF PICTURES OF OBJECTS WHEN DESCRIBED IN TERMS OF USE (cont.)

Probe A MAKE THE TASK CONCRETE (cont.)

PROCEDURE:

- Place the objects in the order given above. Ask, *Which one does mother (mommy) use to fix your hair? Which one do we eat with? Which one goes on your foot? Which one can we use to drink our milk?*
- Replace objects in their original order after each response.

Probe B
REDUCE THE CHOICES

MATERIALS:
Same as for Probe A.

PROCEDURE:

- Reducing the choices to two (spoon and shoe) place only these objects on the table. Ask for each in turn by describing it as in the Probe A presentation.
- If the child succeeds, remove the spoon and the shoe, and place the remaining objects on the table, presenting them again as in Probe A. If the child is successful, then place all of the objects on the table, and present them once more.



*Comment:*

If the child is successful in Probe B, his difficulty in passing the Main Item was probably due to an inability to concentrate or to attend to the task and select from a wide array of stimuli.

Probe C
FOCUS THE CHILD'S ATTENTION

MATERIALS:
Same as for Probe A.

PROCEDURE:

- Place all the objects on the table. Indicating each object in turn, ask the same question (e.g., *Is this the thing we eat with?*) and continue until each object has been asked for by a description of its use, while pointing to each object in turn.

*Comment:*

If the child is unable to use objects meaningfully, he may be very shy and inhibited and may need encouragement to play and express himself. If that is not the case, it is important that the child be evaluated by a psychologist.

If the child is able to play and use objects meaningfully but is unable to respond to verbal commands, the possibility of a hearing problem should be investigated.

## Facilitator Notes for Behavioral Objectives

This module provides an introduction to the procedure of using behavioral objectives, practice in writing them and practice in task analyzing long and short range ones. It is the module most often eliminated because participants have already received instruction in it. Check your pretest results to determine if you need to include it.

### Objectives of the Module

1. The participants will read the handout concerning behavioral objectives and will complete Worksheet 12 with 100% accuracy.
2. The participants, given informal diagnostic information concerning a particular child, will write one appropriate long range objective, including the three components of an objective.
3. The participants, after having written the long range objective, will write a task analysis of this objective with 100% accuracy.
4. The participants, after having written a task analysis of the long range objective, will write two short range objectives, including the three components of an objective in each one.
5. The participants, after having written two short range objectives, will write a task analysis of one of the short range objectives with 100% accuracy.

### Materials Needed for the Module

| Facilitator Materials | Participant Materials |
|---|---|
| Activity Notes | 1 Activity Sheet 4a per participant |
| 1 transparency of Worksheet 12 | 1 copy of the article "Instructional Objectives" per participant |
| 1 transparency of Worksheet 13 | 1 copy of Worksheet 12 per participant |
| Overhead projector | 1 copy of Activity Sheet 4b per participant |
| Marking pens | 1 copy of Worksheet 13 per participant |

### Time Needed to Complete the Module

One hour to an hour and fifteen minutes will be needed to complete the module.

Activity Notes for Behavioral Objectives

1. The first step in designing a prescriptive program for a child is selecting and writing appropriate objectives for the program. We can do this only after we have completed assessing the child formally and informally, listed what skills the child can and can't do, and established priorities as to which skill we were going to teach the child first. We then write a long and short range objective for that skill.

(HAND OUT ACTIVITY SHEET 4a, THE ARTICLE "INSTRUCTIONAL OBJECTIVES" AND WORKSHEET 12. GIVE PARTICIPANTS ABOUT TWENTY MINUTES TO READ THE ARTICLE AND COMPLETE WORKSHEET 12.)

Activity Sheet 4a

1. Read the handout.
2. Do Worksheet 12 individually.
3. Discuss your worksheet with a facilitator.

2. It's a good idea to record objectives on some type of form. You then can use them:

   a. As a guide so you know in which direction your instruction is going.

   b. As a way to communicate to other teachers and support personnel what you're doing.

   c. As a way to communicate with parents.

   d. As a method of being accountable for your work for it is a record of what you've accomplished.

(PUT A BLANK TRANSPARENCY ON THE OVERHEAD AND DRAW THE FOLLOWING FORM ON IT.)

| Objectives | Methods | Materials |
|---|---|---|
| | | |

3. This is an example of a simple form you could use. After recording the objectives, you could list the methods and materials you would use when teaching each objective.

(HAND OUT ACTIVITY SHEET 4b AND PUT A TRANSPARENCY OF WORKSHEET 13 ON THE OVERHEAD.)

Activity Sheet 4b

1. Watch the demonstration for completing Worksheet 13.
2. In dyads, write one long range objective on Worksheet 13 for Peter, a severely handicapped child.
3. Discuss your long range objective with a facilitator.
4. Do a task analysis of the long range objective.
5. Discuss it with a facilitator.
6. Based on the task analysis, write two short range objectives for Peter on Worksheet 13. Be sure they correspond to the long range one.
7. Discuss your two short range objectives with a facilitator.
8. Do a task analysis of one of your short range objectives.
9. Discuss this with a facilitator.
10. Return to the large group for discussion.

4. I'm going to do two demonstrations on writing long and short range objectives. In comparing the two, a long range objective is global, covers a relatively longer period of time, and is less specific. We can write a long range objective for something we want the child to accomplish by the end of the year. A long range objective is sometimes referred to as a goal.

   We may write one or many short range objectives to meet the long range objective.

5. In looking at this particular recording sheet, we see categories for:

   a. Who is involved, which means who is the objective written for.

   b. What must be done, which corresponds to the behavior.

   c. When, with what, how, where will it be done, which corresponds to the conditions.

   d. How well must it be done, which corresponds to criteria.

(RECORD THE FOLLOWING ON WORKSHEET 13.)

6. My first long range objective that I'm going to record on this form is:

| who | what (behavior) | when, how, where, with what (conditions) | how well (criteria) |
|---|---|---|---|

| | | | |
|---|---|---|---|
| The child | will drink from a cup | at every meal in the cafeteria without assistance by April 1, 1977 | with 95% accuracy. |

7. My next step is to task analyze the long range objective to get my short range ones. At this point, my task analysis will be more global than when I task analyze the short range objective.

8. My task analysis might be:

   a. Attends to the task.

   b. Picks up the cup.

   c. Lifts the cup to his mouth.

   d. Drinks from the cup.

   e. Returns the cup to the table without spilling the contents.

9. From this task analysis, I can select some tasks to become short range objectives.

10. To achieve the original long range objective, an example of a short range objective is:

| who | what (behavior) | when, how, where, with what (conditions) | how well (criteria) |
|---|---|---|---|
| The child | will lift the cup to his mouth and drink from it | at every meal in the cafeteria without assistance by May 15, 1977 | with 95% accuracy. |

11. Another might be:

| who | what (behavior) | when, how, where, with what (conditions) | how well (criteria) |
|---|---|---|---|
| The child | will return the cup to the table without spilling its contents | at every meal in the cafeteria without assistance by May 20, 1977 | with 95% accuracy. |

12. In designing a prescription you usually decide upon a long range objective first. Then you write any number of short range objectives to accomplish this long range objective. When one short range objective is accomplished, you move on to the next. On this form, let's assume the first short range objective written is the first one I want this child to accomplish in meeting the above long range objective. I now want to analyze this objective into its component tasks.

13. My task analysis of the first short range objective is:

    a. Attends to the task.

    b. Stretches arm toward the cup.

    c. Puts hand on the cup.

    d. Grasps the cup with fingers.

    e. Picks up the cup from the table.

    f. Lifts the cup to his mouth.

    g. Drinks from the cup.

14. Any questions or comments?

15. Let's try another long range objective.

| who | what (behavior) | when, how, where, with what (conditions) | how well (criteria) |
|---|---|---|---|
| The child | will complete 20 commands | upon hearing verbal commands, given by the teacher. The commands will use these verb-preposition expressions: put in, take out, put under, put beside, and will ask the child to use different objectives and containers when completing the commands. The child will complete the command within three seconds of hearing it by June 1, 1977 | with 100% accuracy. |

16. My task analysis of this long range objective is:

    a. Attends to the teacher and task.

    b. Demonstrates an understanding of the key words used in the verbal commands: in, out, under, and beside.

    c. Locates object.

    d. Grasps object.

    e. Locates container.

    f. Moves object toward container.

    g. Places object in, under, or beside the container or takes it out of the container.

    h. Releases object.

17. Looking at this task analysis, I want to write one short range objective that deals with just one key concept. Let's say I want to write one for the task of placing an object in a container.

18. My short range objective:

| who | what (behavior) | when, how, where, with what (conditions) | how well (criteria) |
|---|---|---|---|
| Peter | will put the ball in the box | by September 1, 1977, when given the verbal command, "Peter, put the ball in the box" by his teacher. He will do this within three seconds of the verbal command | five out of five times. |

19. Another short range objective I should write would have the child respond to different alternating commands after he had mastered verb-preposition commands in isolation.

| who | what (behavior) | when, how, where, with what (conditions) | how well (criteria) |
|---|---|---|---|
| Peter | will complete 10 commands | when the teacher says one or another of these commands: "Peter, put in..." or "Peter, take out..." He will do this within three seconds of the verbal command | with 100% accuracy by October 1. |

20. My task analysis for the first short range objective is:

    a. Attends to teacher and task.

    b. Demonstrates understanding of key words and concepts.

    c. Locates ball.

    d. Grasps ball.

    e. Locates box.

    f. Moves ball toward box.

    g. Finds area of the box into which to put the ball.

    h. Picks up ball.

    i. Pulls hands apart to drop the ball into the box.

21. Any questions or comments?

(HAND OUT WORKSHEET 13.)

22. Complete Worksheet 13 based upon your knowledge of Peter. Be sure your short range objectives correspond to your long range one.

23. For this activity, four checks are needed by a facilitator: 1) after the long range objective is written, 2) after you task analyze it, 3) after short range objectives are written, and 4) after you task analyze one of the short range objectives.

(AFTER THE PARTICIPANTS HAVE COMPLETED WORKSHEET 13, ASK THEM TO JOIN THE LARGE GROUP FOR DISCUSSION.)

24. We feel that behavioral objectives are a very important first step in designing prescriptive programs. Can you see ways you could use them?

(IF THE GROUP DOES NOT MENTION THE FOLLOWING REASONS, THE FACILITATOR SHOULD SAY THEM:

    a. So we can more accurately measure the child's progress.

    b. To organize our lessons with the child.

    c. To have to show to other teachers, support personnel, principals, etc., so they can see what we're working on.)

25. Any questions or further discussion about behavioral objectives?

ACTIVITY SHEETS

## Behavioral Objectives

1. Read the handout.
2. Do Worksheet 12 individually.
3. Discuss your worksheet with a facilitator.

## Behavioral Objectives

1. Watch the demonstration for completing Worksheet 13.
2. In dyads, write one long range objective on Worksheet 13 for Peter, a severely handicapped child.
3. Discuss your long range objective with a facilitator.
4. Do a task analysis of the long range objective.
5. Discuss it with a facilitator.
6. Based on the task analysis, write two short range objectives for Peter on Worksheet 13. Be sure they correspond to the long range one.
7. Discuss your two short range objectives with a facilitator.
8. Do a task analysis of one of your short range objectives.
9. Discuss this with a facilitator.
10. Return to the large group for discussion.

WORKSHEETS

Worksheet 12
(Use in Activity 4a)

## Behavioral Objectives

Divide each of the following three instructional objectives into the three components of an instructional objective.

1. Given a bar of soap, a wash basin with hot and cold water taps and the teacher's instructions to "wash your hands," the student will set the stopper, fill the basin half-full of water, pick up the soap, dip both hands into the water, raise hands from the water, turn the soap in his hands ten or more times, lay the soap down, rub his hands together and dip his hands in the water again. He will do all eleven steps in this sequence at least once a day for five consecutive days.

CONDITIONS BEHAVIOR CRITERIA

2. Given that the student speaks and has an address and that the teacher asks the question "What is your address?", the student will say his address within fifteen seconds after being asked to do so.

CONDITIONS BEHAVIOR CRITERIA

3. Given that the teacher models the sounds of the phonetic alphabet, the student will imitate each sound within ten seconds after each sound is modeled.

CONDITIONS BEHAVIOR CRITERIA

Worksheet 13
(Use in Activity 4 b)

## Behavioral Objectives

What are the objectives suggested by the information you have collected about this child?

| Objectives | Who | (Behavior) What must be done | (Conditions) When, how, where, etc. | (Criteria) How well must it be done? |
|---|---|---|---|---|
| Long Range | | | | |
| Tasks for Long Range | | | | |

Worksheet 13
(Use in Activity 4 b)

| Objectives | Who | (Behavior) What must be done | (Conditions) When, how, where, etc. | (Criteria) How well must it be done? |
|---|---|---|---|---|
| Short Range | | | | |
| Tasks for Short Range | | | | |

ARTICLES

(Use in Activity 4a)

# INSTRUCTIONAL OBJECTIVES

An instructional objective describes the final outcome of instruction in terms of observable behavior, states the conditions under which the final performance may be obtained, and specifies the criterion by which the final performance may be judged (Mager, 1962). Instructional objectives describe educational outcomes that are directly observable. For this reason, they are often referred to as behavioral objectives because they describe student outcomes in publicly observable behavior (Wheeler and Fox, 1972).

Educators use instructional objectives to design programs for students, to evaluate the child's performance in such programs, to determine the adequacy of the overall education program and to evaluate their own instruction (Kibler, Barker and Miles, 1970). They can also be used as a method of communicating to other educators and parents what a student's instructional program is and how he is progressing through it.

When writing instructional objectives, educators must identify the expected outcomes of instruction in each curriculum area included in a child's instructional program. After these outcomes have been identified, instructional objectives, including the following three components, can be written (Mager, 1962):

1. Conditions. A statement of the conditions under which the behavior is to be observed.

2. Behavior. A description of expected terminal behavior which can be observed.

3. Criteria. A statement of the criteria of acceptable performance.

An example of an instructional objective for this module is:

> After reading the handout on instructional objectives, completing a worksheet and observing a demonstration, participants will write one long range and two short range instructional objectives with 100% accuracy as determined by the facilitator using the criteria outlined in the handout.

This instructional objective contains a statement of all three critical components which can be separated using the following format:

| CONDITIONS | BEHAVIOR | CRITERIA |
|---|---|---|
| After reading the handout on instructional objectives, completing a worksheet and observing a demonstration, | the participant will write one long range and two short range instructional objectives | with 100% accuracy as determined by the facilitator using the criteria outlined in the handout. |

Another example of an instructional objective pertains to a pre-reading curriculum:

> Given five cards, shown one at a time with a different letter on each, the student will correctly name the letter within five seconds of its presentation. He will make no more than one error (90% accuracy) on each of three consecutive presentations of the five cards in random order. He will complete this objective by September 30, 1976.

This instructional objective includes a description of the terminal behavior that is observable (BEHAVIOR), a statement of the conditions under which the behavior is to be observed (CONDITIONS), and a statement of the criteria for acceptable performance (CRITERIA). The three components can be separated as such:

| CONDITIONS | BEHAVIOR | CRITERIA |
|---|---|---|
| Given five cards shown one at a time with a different letter on each, | the student will correctly name the letter | within five seconds of presentation. He will make no more than one error (90% accuracy) on each of three consecutive presentations of the five cards in random order. He will complete this objective by September 30, 1976. |

It is necessary to use observable terms when writing instructional objectives to clearly communicate what you mean. If instructional objectives are written in ambiguous terms (terms that are not directly observable), then the educator who wrote them may be the only one who "knows" when his pupils achieved them (Wheeler and Fox, 1972).

Deno and Jenkins (1967) had teachers rate the extent to which various action verbs describe events that are directly observable. The following words were grouped into three categories on the basis of their study: action verbs that are directly observable, those that are ambiguous, and those that are not directly observable.

Action verbs that are directly observable

The following list of action verbs label events which teachers judged to be directly observable.

| | | |
|---|---|---|
| To cover with a card | To lever press | To line-draw |
| To mark | To point to | To cross out |
| To underline | To walk | To circle |
| To repeat orally | To count orally | To say |
| To write | To put on | To read orally |
| To shade | To number | To name |
| To fill in | To label | To state |
| To remove | To place | To tell what |
| To draw | | |

When writing instructional objectives educators should make every effort to use words that describe behaviors like those in the above list.

Ambiguous action verbs

The following list of action verbs were thought to be relatively ambiguous when compared to the list above. These behaviors may be open to more than one interpretation and require more effort to

measure on the part of the educator.

| | | |
|---|---|---|
| To identify in writing | To take away | To construct |
| To match | To check | To make |
| To arrange | To finish | To read |
| To play | To locate | To connect |
| To give | To reject | To select |
| To choose | To partition | To change |
| To use | To subtract | To perform |
| To total | To divide | To order |
| To measure | To add | To supply |
| To demonstrate | To regroup | To multiply |
| To round off | To group | To complete |
| To respond to | To average | To summarize |
| To inquire | To utilize | To borrow |
| To acknowledge | To find | To identify |
| To see | To convert | |

Action verbs that are not directly observable

The following words were judged by teachers not to be directly observable. All these words describe actions that must be inferred from other behaviors. These words should not be used when writing instructional objectives.

| | | |
|---|---|---|
| To distinguish | To be curious | To solve |
| To conclude | To apply | To deduce |

| | | |
|---|---|---|
| To develop | To feel | To test |
| To concentrate | To determine | To perceive |
| To generate | To think | To create |
| To think critically | To discriminate | To learn |
| To recognize | To appreciate | To discover |
| To be aware | To become competent | To know |
| To infer | To wonder | To like |
| To realize fully | To analyze | To understand |

Instructional objectives can be written for different lengths of time in the child's educational program. Objectives that state that the behavior will be accomplished at the end of several months or longer are usually referred to as long range instructional objectives. Objectives that state the behavior will occur within shorter periods of time, such as a day to two months, are often called short range instructional objectives.

Both kinds contain the three criteria specified by Mager (1962): conditions under which final performance may be observed, a second statement of behavior in observable terms, and a specific criterion by which final performance may be judged. The only difference between the two kinds is the length of time needed to accomplish the objective.

Short range instructional objectives must correspond to long range instructional objectives. Therefore, if a long range instructional objective is written for a child in the area of reading, the short range instructional objectives that are written for his reading program must lead to the accomplishment of the long range objective.

## REFERENCES


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Mager, R. F. Preparing Instructional Objectives. Palo Alto, California: Fearon Publication, 1962.

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## Facilitator Notes for Task Analysis of Materials

The materials necessary to teach skills to severely, multiply handicapped children are common household items or commercial materials. A variety of materials, such as glasses, clothes, kits, games, and toys, should be provided for the participants to task analyze. At least one materials per participant should be available. The participants will task analyze the materials in dyads so each will analyze two materials.

Some materials should be those that could be used to teach the example child the skill he is having problems with. In the case of Peter, materials to teach dressing skills would be supplied. If the materials are kits or series that contain more than one lesson, participants should be asked to task analyze only one of the lessons. If the participants select a piece of clothing or household item to task analyze, they should first determine how they would use the item and then task analyze it. For example, if the material chosen was a coat, the participants should determine if the task was to put on or to remove the coat and then task analyze the use of that material with that objective in mind.

### Objective of the Module

The participants will task analyze materials into their component subtasks and record their task analyses on the Recording Sheet with 85% accuracy.

### Materials Needed for the Module

Facilitator Materials

- Activity Notes
- 1 material to task analyze for the demonstration
- Materials for participants to task analyze, such as
  - Childcraft Shape Sorting Box
  - Childcraft Zoo Puzzle
  - Peabody Language Development Kit
  - Lotto Games
  - Coat
  - Shirt
  - Shoes
  - Silverware, Placemat & Napkin
  - Fisher-Price Ring and Ringstand
  - Montessori Dressing Frames
  - Playskool Dapper Dan

Participant Materials

- 1 Activity Sheet 5a per participant
- 1 material per participant
- 1 Recording Sheet 14 per participant

1 transparency of
Recording Sheet 14

Blank transparencies

Overhead projector

Marking pens

Time Needed to Complete the Module

Approximately forty-five minutes will be needed to complete this module.

Activity Notes For Task Analysis of Materials

1. We have looked at task analyses of self-help skills and pre-academic tasks. Now we'd like to apply the process of task analysis to materials.

2. Let's remember that when we do a task analysis we:

   a. Isolate, describe and sequence the subtasks needed for the child to complete the task.

   b. Describe the subtasks in observable terms.

   c. Use an action verb and object, such as "draw" and "a card."

3. Task analyzing materials can give you information about their sequence of tasks. You can discover if skills and concepts are presented in an order you think is correct. It can also help you if a child is having trouble playing an educational game or using a particular material. You can find out what subtasks the child must be able to do in order to play the game or use the material. This is very important as too often the severely and multiply handicapped child is given a material that may "look" appropriate but when subtasks are analyzed it becomes evident that it is inappropriate considering the child's functioning level. An example of this occurs when a severely retarded young adult is given a two year old's toy shape-sorter box and is expected to use it. Unless that young adult has acquired the subskills the toy demands he will not be able to use it.

4. When you are doing a task analysis of a material it is important to remember that some materials are composed of a variety of lessons and activities. Doing a task analysis of one of these lessons is not a task analysis of the entire program. This would consist of many task analyses.

5. Let's look at the game "Lotto" and do a task analysis of it. For this demonstration, I will specify that this is a one-to-one teaching situation. The child draws a card and is asked to put his card on the square of the Lotto card it matches.

6. The task analysis would be:

   a. Attends to large Lotto card.

   b. Demonstrates an understanding of the key words in the directions ("draws a card," "match").

   c. Draws a card.

   d. Matches picture on his card with square on the Lotto card.

   e. Selects correct match by placing his card on the matching square.

   f. Releases the card.

7. Any comments or questions?

(HAND OUT ACTIVITY SHEET 5a AND RECORDING SHEET 14.)

Activity Sheet 5a

1. Choose a partner.
2. Select two educational materials.
3. If you choose a material that contains many different lessons in it, select one representative lesson to task analyze.
4. Isolate, describe and sequence the subtasks of each material.
5. Write your subtask on a Recording Sheet.
6. Discuss your results with a facilitator.

ACTIVITY SHEETS

## Task Analysis of Materials

1. Choose a partner.
2. Select two educational materials.
3. If you choose a material that contains many different lessons in it, select one representative lesson to task analyze.
4. Isolate, describe and sequence the subtasks of each material.
5. Write your subtasks on a Recording Sheet.
6. Discuss your results with a facilitator.

RECORDING SHEETS

Recording Sheet 14
(Use in Activity 5a)

## Task Analysis of Materials

Material Name: _____

Material Name: _____

Facilitator Notes for

Designing Materials for the Educationally Handicapped (Designo)

This module is the last in the series. It is a game designed to teach participants how to develop educational materials if none are available to meet a specific child's need. There are no activity notes included in this module. The facilitator should distribute the materials to the participants and be available to answer questions.

The module contains a game board. It can be duplicated or drawn on oaktag. If it remains it remains in the 8½" x 11" size, there should be one game board for every dyad. If it is drawn on oaktag, there can be one for every four participants.

If there is time at the end of the module, some groups like to discuss the materials they developed. Participants often find it helpful if the design cards are duplicated and distributed so everyone can have a copy of everyone else's idea.

Objective of the Module

1. Each participant will design an educational material that considers a child's

   a. chronological age,
   b. functional level,
   c. reception or input mode,
   d. response or output mode, and
   e. prerequisite skills

   with 90% accuracy.

Materials Needed for the Module

| Facilitator Materials | Participant Materials |
|---|---|
| Activity Notes | 1 Activity Sheet 6a per participant<br>1 game board per dyad<br>1 dice or spinner per dyad<br>1 Design Form per participant |

Time Needed to Complete the Module

Approximately forty-five minutes will be required for this module.

ACTIVITY SHEETS

## DESIGNING MATERIALS FOR THE EDUCATIONALLY HANDICAPPED (DESIGNO)

1. Each player should take 4 markers of the same color.
2. Roll the die or spin the spinner.
3. Place a marker on the board on the corresponding number in column I under "OBJECTIVE" according to the number that shows on the die or spinner.
4. Continue rolling or spinning and placing each of your 4 markers in each of the next 3 columns under "CHILD CHARACTERISTICS," "FORMAT," and "CHRONOLOGICAL AGE/FUNCTIONAL LEVEL."
5. If the "CHRONOLOGICAL AGE/FUNCTIONAL AGE LEVEL" does not correspond with your objective, you have the option to roll or spin again to obtain a better match.
6. Read each descriptive statement and design a material for an educationally handicapped learner on the form provided.
7. The last column on the board is a "FREE CHOICE". You may select any combination of these media/materials to be used in developing your design.

NOTE: Remember that your learner is educationally handicapped and also has additional characteristics which must be taken into consideration.

WORKSHEETS

(Use in Activity 6a)

| OBJECTIVE | CHILD CHARACTERISTICS | FORMAT | CHRONOLOGICAL AGE/ FUNCTIONAL LEVEL | FREE CHOICE |
|---|---|---|---|---|
| 6. John will be able to carry out 3 verbal or signed commands upon request with 100% accuracy. | 6. No speech | 6. Game | 6. 20/ 2½ years | 6. Drymount press<br>Drymount tissue<br>Laminating film |
| 5. Mary will be able to identify 5 different objects (each one selected from a grouping of four items) with 100% accuracy. | 5. Deaf | 5. 3-D Manipulative | 5. 13/ 5 years | 5. Primary typewriter<br>Thermofax<br>Overhead |
| 4. Tracy will be able to set one place setting (napkin, knife, fork, spoon and glass) with 100% accuracy. | 4. Blind | 4. Game | 4. 15/ 3 years | 4. Language master<br>Audio cards |
| 3. Kathy will be able to match 3 different shapes with 100% accuracy. | 3. Has an arm and hand prothesis | 3. Cassette tape, if applicable | 3. 6/ 2 years | 3. Oaktag, markers, scissors, letter-guides, manila folders, envelopes |
| 2. Troy will be able to button his shirt with 100% accuracy. | 2. Cerebral palsy | 2. Cassette tape, if applicable | 2. 40/ 4 years | 2. Wood, clay, sandpaper, styrofoam, yarn, wallpaper scraps |
| 1. Paul will identify 3 body parts with 100% accuracy. | 1. Mutilates or destroys everything he gets his hands on | 1. 3-D Manipulative | 1. 12/ 1½ years | 1. Cassette recorder<br>Tape |

(Use in Activity 6a)

Designing Materials for the Educationally Handicapped (Designo)

Design Form

OBJECTIVE:

CHILD CHARACTERISTICS: The learner is educationally handicapped and...

CHRONOLOGICAL AGE:

FUNCTIONAL LEVEL:

FORMAT:

EQUIPMENT NEEDED: (Projectors etc.)

RECEPTION or INPUT: (Sensory channel through which the learner receives information from the material: Auditory; Visual; Tactile; Auditory-Visual; Visual-Tactile; Auditory-Tactile)

LEARNER RESPONSE or OUTPUT: (Expressive channel through which the learner responds to information from the material: Verbal or Non-Verbal)

TEACHER/LEARNER/MATERIAL INTERACTION:

PREREQUISITE SKILLS:

DESCRIPTION OF MATERIALS TO CONSTRUCT:

# APPENDIX

## Evaluation Information

Included in the Appendix are pre- and post-tests and answer keys for the Task Analysis, Systematic Inquiry, and Behavioral Objectives modules. These tests may be used to assess the progress made by the participants. To assess the participants' progress in the other modules, it is recommended that the facilitator closely examine the forms the participants complete in each of these modules to determine if they understand the information that was presented.

The exception to the rule is sometimes made with the Task Analysis of Materials module. Some facilitators prefer to give the Task Analysis pre-test before the Task Analysis module and give the post-test after the Task Analysis of Materials module.

Although the pre- and post-tests have been given, analyzed, and improved, further analysis is required to determine their reliability and validity. Therefore, the facilitator may wish to use other evaluation procedures in addition to, or in place of, the tests.

Another evaluation method that could be used is implemented several months after the workshop is completed. At that time, the facilitators send a questionnaire to each participant and ask the participant and his/her supervisor to complete and return it. On the questionnaire, the participants and their supervisors are asked to state concrete, specific examples of how they have changed something in their schools or classrooms as a result of their participation in the workshop.

Rather than assessing the progress of the participants, the Evaluation Form that is also included in the Appendix provides the facilitator with information that will assist him in evaluating his own presentation and in deciding if the module needs to be modified. The facilitator may distribute this form at the end of every module or only at the end of those on which he wants that kind of information. He may also use it at the end of the workshop to evaluate the whole workshop.

## Task Analysis: Pre- and Post Test

1 point

1. When performing a task anaylsis, one must _____, _____, and _____ all necessary subtasks.

1 point

2. Task Analysis directs one's attention primarily to:

   a. the child.
   b. the teacher.
   c. the objective.
   d. the environment.

1 point

3. When doing a Task Analysis, using observable behaviors, we use this formula: _____ plus _____.

1 point

4. Circle the true statement:

   a. Task Analysis is a standardized diagnostic procedure that yields valid diagnostic information.
   b. Task Analysis is an informal diagnostic procedure which does not guarantee validity.

1 point

5. All steps in a Task Analysis should be stated in words that represent

   a. observable behaviors.
   b. processes.
   c. relationships.
   d. skills.

6. Task Analysis is used in determining what mental processes are involved in an objective.

True or False

A child was given the following command: "Ryan, put on your pants."

7. Which of the following would <u>not</u> appear in a task analysis of this objective.

   a. can attend to the task.
   b. can put one foot into the leg-hole of his pants.
   c. can discriminate between his right and left leg.
   d. can pull his pants from ankle to calf of his leg.

8. Which of the following would not appear in a task analysis of this objective.

   a. can pull pants from calves to knees.
   b. can pull pants from knees to mid-thighs.
   c. can pull pants from groin to waist.
   d. can repeat the directions, "Ryan, put on your pants."

9. Which of the following would not appear in a task analysis of this objective.

   a. can identify waist, knees and legs.
   b. can attend to the task.
   c. can grasp his pants.
   d. can pull pants from mid-thighs to groin.

10. To use task analysis diagnostically you

   a. analyze a child's intellectual ability.
   b. construct a checklist with a test item for each subtest.
   c. determine the child's best input or output mode.
   d. gather information regarding other diagnostic workups completed by physicians, social workers, physical therapists, etc.

ANSWER KEY

## Task Analysis: Pre- and Post Test

1. When performing a task anaylsis, one must isolate, describe, and sequence all necessary subtasks. (1 point)

2. Task Analysis directs one's attention primarily to: (1 point)

   a. the child.
   b. the teacher.
   (c.) the objective.
   d. the environment.

3. When doing a Task Analysis, using observable behaviors, we use this formula: Action Verb plus Object. (1 point)

4. Circle the true statement: (1 point)

   a. Task Analysis is a standardized diagnostic procedure that yields valid diagnostic information.
   (b.) Task Analysis is an informal diagnostic procedure which does not guarantee validity.

5. All steps in a Task Analysis should be stated in words that represent (1 point)

   (a) observable behaviors.
   b. processes.
   c. relationships.
   d. skills.

6. Task Analysis is used in determining what mental processes are involved in an objective.

   True or False

A child was given the following command: "Ryan, put on your pants."

7. Which of the following would not appear in a task analysis of this objective.

   a. can attend to the task.
   b. can put one foot into the leg-hole of his pants.
   (c) can discriminate between his right and left leg.
   d. can pull his pants from ankle to calf of his leg.

8. Which of the following would not appear in a task analysis of this objective.

   a. can pull pants from calves to knees.
   b. can pull pants from knees to mid-thighs.
   c. can pull pants from groin to waist.
   d. can repeat the directions, "Ryan, put on your pants."

9. Which of the following would not appear in a task analysis of this objective.

   a. can identify waist, knees and legs.
   b. can attend to the task.
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10. To use task analysis diagnostically you

   a. analyze a child's intellectual ability.
   b. construct a checklist with a test item for each subtest.
   c. determine the child's best input or output mode.
   d. gather information regarding other diagnostic workups completed by physicians, social workers, physical therapists, etc.

## Systematic Inquiry: Pre- and Post Test

Systematic Inquiry is a process of restructuring subtasks in order to assess the amount and kind of assistance the child needs in order to do the subtask. If a child can't complete a certain subtask, the teacher can modify it so the child can complete it correctly.

Mark the following statements as True (T) or False (F)

1 point 1. _____ A Systematic Inquiry of items from a standardized test yields more specific information than the scores from that test.

1 point 2. _____ If you are analyzing items from a standardized test, you may assume that the Systematic Inquiry has the same validity as the test.

1 point 3. When applying the process of systematic inquiry, the two rules to follow are:

a. When modifying a task, make the alteration as minor as possible and make only one alteration in a task at a time.
b. Make major alterations in the main subtasks but change as few subtasks as possible.
c. Do an error pattern analysis of the task and then make major alterations in the main subtasks.
d. Make at least 2 changes in every task and make the alterations after doing a task analysis of the objective.

3 points 4. Give three examples of downward modifications.

a.

b.

c.

3 points 5. What are the three levels of prompts?

a.

b.

c.

1 point 6. A child is asked to identify 5 objects by naming them. He does so incorrectly. What is the first modification (systematic inquiry) of that task you would make?

a. Give the child fewer objects to name.
b. Put out all the objects and ask the child to point to the correct object after the teacher has named it.
c. Use a clicker or cue word to get his attention.
d. Make the items more different from one another.

ANSWER KEY

## Systematic Inquiry: Pre- and Post Test

Systematic Inquiry is a process of restructuring subtasks in order to assess the amount and kind of assistance the child needs in order to do the subtask. If a child can't complete a certain subtask, the teacher can modify it so the child can complete it correctly.

Mark the following statements as True (T) or False (F)

1 point 1. T A Systematic Inquiry of items from a standardized test yields more specific information than the scores from that test.

1 point 2. F If you are analyzing items from a standardized test, you may assume that the Systematic Inquiry has the same validity as the test.

1 point 3. When applying the process of systematic inquiry, the two rules to follow are:

(a.) When modifying a task, make the alteration as minor as possible and make only one alteration in a task at a time.
b. Make major alterations in the main subtasks but change as few subtasks as possible.
c. Do an error pattern analysis of the task and then make major alterations in the main subtasks.
d. Make at least 2 changes in every task and make the alterations after doing a task analysis of the objective.

3 points 4. Give three examples of downward modifications.
Possible Answers:
a. Provide fewer choices.

b. Simplify the response the child must make.

c. Make items more different from one another.

3 points 4. Give three examples of downward modifications.

Possible answers:
a. Provide fewer choices.
b. Simplify the response the child must make.
c. Make items more different from one another
d. Make the task concrete.
e. Modify the way you present the stimulus.
f. Modify the response mode.
g. Change key words in the directions.
h. Prompting.

3 points 5. What are the three levels of prompts?

a. Verbal
b. Gestural
c. Physical

1 point 6. A child is asked to identify 5 objects by naming them. He does so incorrectly. What is the first modification (systematic inquiry) of that task you would make?

a. Give the child fewer objects to name.
(b) Put out all the objects and ask the child to point to the correct object after the teacher has named it.
c. Use a clicker or cue word to get his attention.
d. Make the items more different from one another.

## Behavioral Objectives: Pre- and Post Test

1 point 1. Why are behavioral objectives used?

a. To assist in evaluating a child's progress.
b. To assist in structuring a sequential prescriptive program for a child.
c. To assist a teacher to evaluate her progress with a child.
d. All of the above.

1 point 2. What are the three components of behavioral objectives?

a. Behavior modification, conditions, evaluation.
b. Behavior, conditions, criteria.
c. Counting behaviors, charting behaviors, evaluating.
d. Who, what, where.

1 point 3. Behavioral objectives should contain

a. a statement that need only let the writer of it know when it is accomplished.
b. a statement that describes desired learner outcomes in publicly observable behavior.
c. a statement that allows the learner to assist in planning his own curriculum.
d. a statement that is worded with enough flexibility to give its readers an opportunity to interpret it their way rather than the writer's.

3 points 4. Write a behavioral objective. Include in it three components.

1 point 5. Behavioral objectives should be stated in terms that are:

a. directly observable.
b. ambiguous.
c. not directly observable.
d. none of the above.

ANSWER KEY

Behavioral Objectives: Pre- and Post Test

1 point 1. Why are behavioral objectives used?

a. To assist in evaluating a child's progress.
b. To assist in structuring a sequential prescriptive program for a child.
c. To assist a teacher to evaluate her progress with a child.
(d.) All of the above.

1 point 2. What are the three components of behavioral objectives?

a. Behavior modification, conditions, evaluation.
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c. Counting behaviors, charting behaviors, evaluating.
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a. a statement that need only let the writer of it know when it is accomplished.
(b.) a statement that describes desired learner outcomes in publicly observable behavior.
c. a statement that allows the learner to assist in planning his own curriculum.
d. a statement that is worded with enough flexibility to give its readers an opportunity to interpret it their way rather than the writer's.

3 points 4. Write a behavioral objective. Include in it three components.

Any behavioral objective is acceptable as long as it contains a statement of behavior (who did what), some conditions (when, where, how, etc.) and criteria (how well must it be done?).

1 point 5. Behavioral objectives should be stated in terms that are:

(a.) directly observable.
b. ambiguous.
c. not directly observable.
d. none of the above.

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## Evaluation Form

ACTIVITY:_____ Was the objective of this activity: Met | Partially Met | Not Met

This area pertains to the information content of this activity.

| | | | | | |
|---|---|---|---|---|---|
| Was this activity: | New | 1 | 2 | 3 | 4 | 5 |
| | Clear | 1 | 2 | 3 | 4 | 5 |
| | Relevant | 1 | 2 | 3 | 4 | 5 |
| | Important | 1 | 2 | 3 | 4 | 5 |

This area is concerned with the overall presentation of the activity.

| | | | | | |
|---|---|---|---|---|---|
| Did this activity: Involve Participants Adequately | 1 | 2 | 3 | 4 | 5 |
| Hold Interest | 1 | 2 | 3 | 4 | 5 |
| Use Suitable Techniques | 1 | 2 | 3 | 4 | 5 |

This area pertains to your overall judgment of the instructor's performance on the following dimensions:

| | | | | | |
|---|---|---|---|---|---|
| Organization | 1 | 2 | 3 | 4 | 5 |
| Relates Well to Participants | 1 | 2 | 3 | 4 | 5 |
| Skill in Involving Others | 1 | 2 | 3 | 4 | 5 |

This area related to how you perceive the value of the ideas in the activity, i.e. you may have judged the content, format and teacher's performance to be rather dull, but still think the concept or idea important for inclusion.

| | | | | | |
|---|---|---|---|---|---|
| Usefulness | 1 | 2 | 3 | 4 | 5 |
| Expectations Were Met | 1 | 2 | 3 | 4 | 5 |
| Satisfied a Need | 1 | 2 | 3 | 4 | 5 |